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ABSTRACT

A study was conducted to determine the needs and interests of teens in 4-H and whether the Washington State Conference is meeting those needs and interests. A mail survey was developed and sent to 557 teen 4-H members in Washington who were randomly selected from the 1985 state enrollment list. Three hundred and sixty questionnaires were returned (65 percent). Data were analyzed using the Statistical Analysis System computer program. The findings indicate that 4-H members are very interested in issues of male/female relationships, drugs and alcohol, teen/parent relations, child abuse, nuclear war, and crime. Respondents rated 4-H projects, county and state fairs, and the state conference in that order of their interest and involvement. However, those who had attended the state conference ranked it higher. Of those who had attended the conference, 90 percent said it was a good experience, although a number said the cost of the conference was a problem. Twenty-four percent of those who had never attended the state conference but were aware of it said that the cost was a deterrent to their attendance. Recommendations were made regarding the cost, marketing, and programming of the state conference; 4-H in general; and the need for further study. (Author/KC)

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AN EXAMINATION OF 4-H YOUTHS' NEEDS
AND INTERESTS, AND IMPLICATIONS
FOR STATE CONFERENCE

By

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A thesis submitted in partial fulfillment of
the requirements for the degree of:

MASTERS OF ADULT AND YOUTH EDUCATION

WASHINGTON STATE UNIVERSITY
Department of Adult and Continuing Education

August 1987

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To the faculty of Washington State University:

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AN EXAMINATION OF 4-H YOUTHS' NEEDS AND INTERESTS,
AND IMPLICATIONS FOR STATE CONFERENCE

Abstract

by Tarri Lou Rude, M.A.C.Ed.
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August 1987

Chair: Ronald M. Jimmerson

The purpose of this study was to determine the needs and interests of teens in 4-H and whether State Conference is meeting those needs and interests, then develop recommendations that incorporate this information.

A mail survey was developed using the Total Design Method of Mail Survey research (Dillman, 1978). The survey population consisted of 557 teen 4-Hers in Washington who were randomly selected from the 1985 enrollment list at the State 4-H Office. Three hundred and sixty (360) questionnaires were returned, leaving a response rate of 65%.

The data were analyzed using the Statistical Analysis System (SAS) computer program. Analysis included frequency distributions of the responses for each variable and cross-tabulations of key variables.

The findings indicate that 4-Hers are very interested in issues of male/female relationships, drugs and alcohol, teen/parent relations, child abuse, nuclear war and crime. Unlike research reported in the literature, the respondents tended to favor competitive activities.

Respondents were asked to rank 3 activities in order of their interest and involvement: (1) 4-H projects, (2) county and state fairs (3) conferences. The majority rated projects first, fairs second and conferences third. However, those who had attended Conference before

were split on conferences, 44% ranked it first and 44% ranked it third.

Of those who had attended Conference 90% said it was a good experience although a number said the cost of conference was a problem. Twenty-Four percent (24%) of those respondents who had never attended Conference but were aware of it said that the cost of Conference was a deterrent to their attendance.

4-Hers' awareness of and attendance at Conference varied by area of the state in which they resided.

Recommendations are made regarding State Conference (cost, marketing and programming), 4-H in general (recordbooks and educational programming), and needs further study.

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Dedication

Dedicated to the memory of Gerti, my dear friend
and companion who I lost during this process.

CHAPTER I

INTRODUCTION

This chapter first describes the background of the study and provides a brief review of the literature. The purpose of the study and the statement of the objectives are then covered, along with a list of definitions. Next, the methodology is introduced (this is discussed in detail in Chapter 3). Finally, the limitations and significance of the study are outlined.

BACKGROUND OF THE STUDY

Washington's State 4-H Conference is held at Washington State University each summer and involved approximately 250 teenaged youth last year. Recently, however, this number has been declining. As few as 10 years ago as many as 500 youth attended State Conference. This situation has prompted the State 4-H Office to raise questions concerning Conference and its steadily declining attendance. Should Conference continue to be held or is the declining attendance a symbol of its obsolescence? Is State Conference meeting the needs and interests of 4-H teens today and what are those needs and interests? These are a few of the questions this study will attempt to answer.

Data from studies done on teenage youth show that declining participation is common among this age group. Burke (1973) found that adolescent youth (age 10-17) have considerable need to affiliate, however, traditional youth agencies satisfy affiliation needs less as age increases.

Competition, according to Konopka (1971), as is presently used in

the 4-H program, leads to a sense of loneliness in adolescents. This view was supported by Wardlaw (1985) in her study of 4-H youth. She found that 4-Hers felt there was too much emphasis on competition and winning. McFarland (1986) found that competition only works as a motivator for those who believe they can win; people who do not believe they can win are discouraged by it. This comes at a time when the need for peer attachments and support is at its highest.

One of the key reasons teens join organizations or are influenced to be involved in activities is because of the need for peer support (Search Institute, 1983; Vick, 1980; Konopka, 1971). This, one could conclude, may also be a significant factor in explaining why teens drop out of organizations or do not participate in activities.

Another significant factor in why teens do not stay involved could be the lack of responsibility and challenge given them. A study done in Pennsylvania (Lewis and Gottlieb, 1974, part 1) clearly showed that to keep teens interested they must be allowed to become actively involved in the decision making process. Teens also need activities that are challenging while also relevant to their current life issues (i.e. career, peer relations).

PURPOSE OF THE STUDY

The overall purposes for this study were to (1) find out what the needs and interests of teens in 4-H are; (2) to determine if State Conference is meeting those needs and interests; and (3) then develop recommendations that incorporate this information. The information from this study may result in an improved State Conference with greater

youth participation. The underlying assumption is that State 4-H Conference needs to be revitalized and made more relevant to the needs and interests of youth today. With this revitalization will come an increased interest in State Conference and increased attendance.

OBJECTIVES

Objective 1: To compare characteristics of the following 3 groups of respondents: 1) Those who have attended Conference in the past; 2) Those who have not attended Conference in the past but are aware of it; and 3) Those who have never attended Conference and have never heard of it.

1.1: Compare these 3 groups in terms of demographic variables

1.2: Compare these 3 groups in terms of educational interests.

1.3: Compare these 3 groups in terms of 4-H program priorities and interests.

Objective 2: To identify and assess why teens who have attended Conference in the past decided to attend and what or who influenced them to attend.

Objective 3: To determine if there are differences by areas within the state in the awareness of, or attendance at, State Conference.

Objective 4: To develop recommendations for improving State Conference based on analysis of the data.

DEFINITIONS

- Characteristics:** Distinguishing traits or qualities held by groups of respondents which were used to compare the various groups. These include demographics, educational interests and 4-H program interests.
- Demographics:** In this study this refers to those personal characteristics which were asked at the end of the questionnaire. They include age, ethnic origin, grade in school, gender, with whom the teen resides (parents), the county in which he/she lives, the number of years he/she has been in 4-H and if he/she has a job.
- Educational Interests:** This refers to those general topic areas that respondents were asked in the questionnaire to rank in terms of their desire to learn more about (eg. child abuse, nuclear war, male/female relationships).
- 4-H Program Priorities and Interests:** 4-H has numerous kinds of competitive events, educational activities, social activities and conferencing opportunities besides the traditional project, record keeping and county fair activities. When speaking of the teen's program priorities or program interests, it is his/her preference for and/or ranking of the above activities.

4-H State Conference: Also referred to as Conference or State Conference. This refers to Washingtons' State 4-H Conference which is held at Washington State University in June of each year.

Interests: As used in this study, this refers to both educational interests and 4-H program priorities as previously defined.

Needs: In this study, need refers to those things specific to Conference and its accessibility. These include the location of Conference, the time of year it is held and length of Conference.

Teenager: This refers to youth who are within the ages of 13-19 (seniors in 4-H), and is also used interchangeably with adolescent.

METHODOLOGY

The study utilized the Total Design Method (TDM) of mail survey research as developed by Don Dillman, Washington State University Rural Sociologist. This method involves a step-by-step procedure paying particular attention to the smallest of details to maximize response rate (Dillman, 1978).

Pretests were conducted in various locations around the state with different groups of teens to maximize efficiency and usefulness of the questionnaire. The questionnaire was mailed to county agents in the state, state specialists and other significant administrators to get feedback and editorial comments before developing the final draft.

A sample of 600 teenage 4-Hers in Washington State was randomly drawn from the 1985 enrollment list of 9000 teenage 4-Hers that is kept at the State Office. Only teens ages 13-19 were used because only this age group was eligible to attend State Conference.

Data were tabulated by the researcher with the assistance of the Cooperative Extension Computer Resources and the Washington State University office of Statistical Services. The CMS/SAS program was used for statistical analysis which consisted of simple frequency distributions, and cross-tabulations. Chi-squared tests were used as a measure of significance.

LIMITATIONS

1. The questionnaire was mailed in early fall (1986) which is a busy time for students (school starting, sports) and for 4-Hers (state fair). Early 1987 may have been a more ideal time.
2. The Total Design Method of survey research was not followed in all details due to problems with postage and printing.
3. The number of Conference attendees in the sample is small for making comparisons. This limits the evaluative ability of the survey.
4. This is a study of 4-H teens only. Agents, leaders, chaperones, state 4-H staff and parents were not surveyed. Their perceptions may have added additional insight.

SIGNIFICANCE OF THE STUDY

The significance of this study lies in the fact that a number of states have faced declining enrollment at State 4-H Conference but no studies specifically related to the topic have, to my knowledge, been done.

Second, retaining teens in 4-H and other youth organizations is an ongoing problem. Some of the results and conclusions reached by this study may be generalizable to teenage retention in general.

Third, this is an applied study which will provide a sound basis for the planning of State Conference in the future.

And finally, it will provide 4-H teens in Washington an opportunity to voice their opinions and provide them with an active role in the decision making process regarding State Conference.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to find out what the needs and interests of teens in 4-H are and to determine if State Conference is meeting those needs and interests, then develop recommendations that incorporate this information. The result will be an improved State Conference which will lead to increased attendance. The assumption is that Conference needs to be made more relevant to the needs and interests of teens today.

This chapter contains 5 broad sections. The first, Teen Programming Interests - Social, Political and Personal Issues, discusses research conducted with adolescents on issues of concern to them. Second, Youth Organization Affiliation asks why teens join organizations, what they seek from organizations and who influences them to attend. The third section, Declining Participation by Teens, looks at the tendency of adolescents to drop out of organizations. The fourth section, Programming to Keep Youth, looks at what researchers have to say about why teens have dropped out and how to reverse this trend. Finally, there is a brief section on the early history of 4-H and State Conference.

TEEN PROGRAMMING INTERESTS -SOCIAL, POLITICAL AND PERSONAL ISSUES

Adolescence is a time of considerable change in a person's life, a time of both physical and emotional change. It is the age when youth begin to make commitments to people and causes. Gisela Konopka (1976)

says it is an age when adolescents are trying to find themselves, to make their own decisions and get to know the world in a new way. With these changes and developments comes an awareness of the world around - socially, politically and personally, and a desire to learn more about it.

In this section, research related to teens' views on social, political and personal issues will be reviewed. The focus will be on research with teens, not adults' ideas of teens' views.

In 1986 The American Chicle Group commissioned the Roper Organization to conduct a study on the attitudes of American youth. They held face to face interviews with one thousand 8-17 year olds in the nation, discussing everything from school to religion to free time.

One question listed a number of "matters of personal concern" and asked the respondents to rate each item on a scale from 1-4 with 1 being very concerned. Kidnapping ranked highest with the very concerned response at 76%, nuclear war and the spread of AIDS tied for second both with two-thirds of the respondents indicating very concerned. Next were the use of drugs by professional athletes (52%), possibility of fighting a war (47%), air and water pollution (47%) and the increasing number of divorces (39%).

When asked about their home life, 90% of the Chicle Group Study respondents said they were happy with their home life. Forty-four percent (44%) said the number one ingredient for improving home life is to be treated more as an adult.

In 1983, the National Association of Secondary School Principals conducted a national survey of fifteen hundred 7-12 grade students. When asked what the worst influences on young people are today, drugs were listed by 46.6% of the respondents. Next came alcohol and peer pressure.

In responding to questions on the biggest national and world problems of the day, one-third of the students listed the threat of nuclear disaster and the threat of world war 3, while over fifty percent of the respondents said nuclear disaster including war and nuclear related accidents were the biggest problems. The next most frequently listed issue was poverty at 15%.

The most important issues facing the United States according to the youth in this study were unemployment (52%), inflation (21%), and violence and crime (20.8%).

On a more optimistic note, 54.5% of the students said they plan to attend a 4 year college after high school and expect to get an average peak-career salary of \$64,300 per year.

Finally, when asked the one thing they want out of life, the three most frequently cited responses were career success (27.6%), happiness (25.7%) and marriage and family (20.8%).

Weatherford and Weatherford (1982) cited research in which youth identified problems in an open ended question. The following is a list of things most frequently indicated: Sex, drugs (including alcohol and tobacco), relationships (parents, peers, teachers, opposite sex), self-esteem, self-identity, planning for the future, abuse, leisure time

activities, race, draft, values clarification, finding someone trustworthy to listen, pregnancy, school, conflict resolution, problem solving, depression, money, world situation, transportation and employment.

Another general study on adolescents worth mentioning before going on to 4-H youth specifically, was conducted by Gisela Konopka (1976) on adolescent girls. She found that while girls were aware of and concerned with the major issues of the time - war, government corruption, prejudice, they thought in terms of very simplistic solutions. She also found that the girls in her study were particularly concerned with issues relating specifically to young people.

In 1983 the Search Institute conducted a study to compare 4-H youth and their parents with a national composite sample to identify needs, concerns, values and hopes of 5th - 9th grade youth. They found that 4-H youth have about the same concerns and worries as other youth. With this finding, it could be argued that the previously mentioned studies are generalizable to a population of 4-H teens.

The three following studies of 4-H teens focus on more immediate and personal concerns of youth.

A national 4-H Needs Assessment done in 1983 (Extension Service, 1983) found that youth of today are interested in career information, getting an education and making money. In addition to concerns over money, career and education, Lewis and Gottlief (1974, part 1) found that grades, getting along with parents, their future plans, sports, planning what to do with one's time, boredom, self identity, and how

they are perceived by others were major concerns of the 4-H youth in their study.

Nefstead's (1983) findings supported the above studies. She found that 4-H teens of today are interested in issues of personal identity, peer relations, making money and future plans.

YOUTH ORGANIZATIONAL AFFILIATION

In answering the question "why teens join organizations" a number of researchers have come up with very similar findings. The single biggest reason teens join organizations or are influenced to be involved in activities is the need for peer support and peer attachment (Konopka, 1971; Konopka, 1976; Lewis and Gottlieb, 1974, part 1; National 4-H Center, 1977; Search Institute, 1983; Vick, 1980).

Konopka (1976, pp. 130) found the following four reasons why girls said they joined organizations: The program and activities (going places and meeting people); pressures by parents to join; wanting to find friends or else friends suggesting that they join; and personal convictions about the importance of the organization.

Erik Erikson (1963) says that youth join organizations to seek a framework for developing personal identities through organizations. He also indicated that adolescents are looking for assistance in the transition to adulthood as well as personal autonomy and self identity.

Burk (1973) studied 2000 Girl Scouts nation wide and found that membership in organizations helps youth to separate from family ties and to find their own identity and security patterns.

Vick (1980) found that "help with personal development" and "help developing leadership skills" were the primary reasons for membership participation.

Lewis and Gottlief's study of 4-H teens found that many young people seek organizations that will serve two purposes: "First, a setting for young people to meet, make friends, talk, and do things as a group. Secondly, a setting and program where young people can obtain information and assistance with questions and problems which are of importance to them (Lewis and Gottlief, 1974, part 1, pp.8)."

Finally, a study of persons age 14-19 years old found that they join groups based on the status of the organization as determined by their friends (National 4-H Center, 1977).

Who influences a teen's decision to actually become involved in an organization or participate in an activity? This is different from the reasons teens become involved as discussed previously. It is more a question of what influences teens to join so they can make the friends or participate in the activities. A number of studies show that perhaps parents have the edge here (Lipsitz, 1977; Nefstead, 1981; Rochon, 1981; Search Institute, 1977).

It is clear that adolescence is a time when a person begins the process of separating from family (this is clearly documented in Lipsitz, 1977); however, teens continue to seek out parents for advice while seeking out peers for companionship.

The Search Institute (1983) found that 58% of the 4-H youth in their study said they would seek out parents and friends equally when

looking for advice. Nefstead (1981) found that 92% of the respondents stated they joined 4-H because parents and other family members wanted them to. And finally, over one-half the respondents in Rochon's study (1981) said they joined without a feeling of being influenced. Of those respondents, one or both of their parents were former 4-H members.

In contrast to the studies mentioned in the last three paragraphs, Vick (1980) in his study of 4-Hers' participation in selected activities found that leaders' and parents' influence was said to be least important.

Whether parents or friends have the influence in getting a youth to join 4-H is not necessarily clear. What is clear from the above studies, however, is that personal contact is the main vehicle influencing youth to become associated with the 4-H program.

DECLINING PARTICIPATION BY TEENS

Data from studies done on teenage youth clearly show that declining participation is common among this age group. Burke (1973) found declining membership to be especially evident between the ages of 10 and 17. McAllister (1986) found this decline to begin around 11 or 12. And Lewis and Gottlief (1974, part 1) say that it happens about the time teens enter high school (age 15-16).

Konopka (1976) designed her study so that at least 1/3 of the sample was involved in, or had been involved in, a voluntary organization. Eighty-three percent (83%) of the girls who had once belonged to a youth organization were no longer affiliated and the most common ages for dropping out were 12 and 13.

A number of studies have attempted to determine why enrollment begins to decline as youth reach their teen years. Konopka (1976) investigated both members' reasons for originally joining and their reasons for leaving. The most frequently mentioned reasons for joining were interest in the program, pressure from parents, desire for friends, and personal conviction. The prime reasons for leaving were childish and boring activities, domineering adult leaders, and a group size too large for close personal relationships. The girls in her study also frequently mentioned having no opportunity to share in decision making as a reason for disenchantment.

McFarland (1986) did a study of 4-H members and found that members dropped out because there was nothing to do except at fair time.

Lewis and Gottlieb's (1974, part 1) study and Nefstead's (1983) study both strongly suggest that adolescents are discontinuing their membership in 4-H because it is no longer providing programs, activities or settings to meet the changing needs of young people. Program opportunities do not focus on desires and expectations of high school age adolescents. Lewis and Gottlieb's data also suggest that perhaps 4-H's image of "square" accounts for some of the decrease in membership.

Finally, Stephen F. Hamilton and Sheryl Kenny, in their research (1986), documented common complaints made by teen members. A major complaint was the inflexible and uncreative nature of some projects. Many of the teens said they wanted more freedom in choosing and designing projects. "Teens who had dropped out complained about the

absence of challenge, the narrowness of social contacts, and the dominance of adults (Hamilton and Kenny, 1986, pp. 9)." They went on to say that 4-H did not change as they grew and that they would like fewer rules, less formality and more democracy. Lastly, the respondents in this study said leaders needed to be better trained to relate to young people and some even suggested getting younger leaders (ie. college students).

PROGRAMMING TO KEEP YOUTH

Many feel that competitively based programs provide motivation needed to keep teens involved. An opposing view is held by Konopka (1971) who feels that adolescents are searching for relaxed, unthreatening and non-competitive situations in which to build peer relations and come to understand and know themselves. She says that competition such as is found in the 4-H system sets up a system which contradicts these needs and isolates the adolescent. Her work is supported by several other studies in which teens report that there is too much emphasis on competition in 4-H (Lewis and Gottlieb, 1974, part 1; Wardlaw, 1985; Rochon, 1981).

Rochon (1981) found that only those 4-Hers who knew they could win and those who have won 4-H awards before desired more emphasis on competition. Those 4-Hers tended to participate in small animal projects and crop projects.

Marcia McFarland (1986) did a study which looked at motivating youth for continued learning. She found that competition only serves

as a motivator for those who believe they can win, others are discouraged by competition.

McFarland found that: adolescents prefer working with team mates rather than on individual projects; prefer compliments and feedback over material rewards; and that "one of the most powerful motivators for continued learning is the providing of a variety of choices which are just slightly higher than the learner's ability level (1986, pp. 3)."

Lewis and Gottlief (1974, part 1), in their study entitled "Study of 4-H Youth and 4-H Programming," conclude that the first thing needed in programming for adolescence is an understanding that programming for adolescents is different from programming for adults. Teens require fun and excitement, and want to be actively involved in the decision making process. They want creative and dedicated advisors as opposed to leaders. While the authors were focusing on 4-H enrollment in general and not Conference specifically, this same theme has been echoed by others in the literature (Nefstead, 1981; McFarland, 1986; Lipsitz, 1977; Search Institute, 1983; Weatherford and Weatherford, 1982).

Nefstead (1981) found that 90% of the 4-Hers in her study who had dropped out and then re-enrolled said that the county agents were the most positive aspect of the 4-H program. Nefstead said "This implies that professionals hired in these positions will need to continue to identify with the needs and concerns of present day youth (Nefstead, 1981, pp 30)."

Gisela Konopka (1976, pp. 168-169) believes that youth organizations are a wonderful source of opportunity for adolescents to grow, explore and learn but that they have become increasingly recreational in goal and she is not happy about this. She believes nonformal youth organizations can become as important as formal educational institutions and offers six recommendations for youth organizations (as summarized in Lipsitz, 1977, pp. 180-181):

- (1) allowing adolescents to participate actively
in planning and executing youth projects;
- (2) furnishing opportunities for adolescents
to discuss their problems;
- (3) establishing co-ed activities;
- (4) reducing organizational structure to leave
groups small, informal, and fairly autonomous;
- (5) active recruiting of "youth in trouble";
and particularly,
- (6) encouraging significant participation in the
public life of the community.

BRIEF OVERVIEW OF EARLY 4-H AND STATE CONFERENCE HISTORY

A number of things in the early history of Extension could be labeled as the beginning of 4-H. Some say that the corn growing contests in Mississippi in 1907 marked the beginning of 4-H; others say the canning clubs in South Carolina around 1910; and others attribute the beginning of 4-H Clubwork to the nature study clubs of Liberty Hyde

Bailey in the 1890's. Finally, Wessel and Wessel assert that it was a response to the need for getting advanced agricultural practices to the farmers after demonstration efforts failed to impress adults (Wessel and Wessel, 1982).

Whatever the beginning of 4-H may have been, by 1911 it was established as a viable movement and given the symbol of a 4 leaf clover with H's on each leaf as it's national symbol (The H's representing Head, Heart, Hands and Health; Wessel and Wessel, 1982).

In Washington, club work is said to have started in March of 1912. Mrs. Margaret Crew of Yakima county began the first boys agricultural clubs in an attempt to teach her own boys about farming. In 1914 a boys apple club was started in Spokane by the county agent, and also in 1914 the first home economics club was organized (Turner, 1961).

In 1924 the first State 4-H Conference was held. At that time it was called State 4-H Club Camp and was held at the State College of Washington (now Washington State University). The camp was very similar to the Conference of today with the biggest difference being enrollment. Turner (1961) in discussing enrollment at camp, talks about how enrollment fluctuated and that in 1948 only 650 youth attended, suggesting that this was a very poor attendance, but never saying what was good or average attendance.

SUMMARY OF CHAPTER

Adolescent youth are in a time of considerable change. They are beginning the separation from parents and are feeling a greater need for peer attachment. They are developing an awareness of and concern over the world around them, as well as personal concerns having to do with their present life situation and with the future. Studies show that their concerns range from the threat of nuclear war, to the spread of AIDS on a global level to relationships and future plans including school, job and money at a personal level. Voluntary organizations can help youth deal with and learn about these issues and offer them personal development opportunities during this critical life stage. However, it seems that as youth reach high school age, the age when teens need the benefits of organizational involvement the most, organizations begin to fail at meeting their needs and interests.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to find out what the needs and interests of teens in 4-H are and to determine if State Conference is meeting those needs and interests, then to develop recommendations based on these findings.

This chapter summarizes the methods and procedures used in the study. This begins with a discussion on how the survey population was selected and the survey response rate. This is followed by a section on how the instrument was developed including the pretests. Then the means to insure validity, reliability and objectivity are discussed. Finally, the chapter ends with a summary of the data analysis.

SELECTION OF THE SURVEY POPULATION

The sample for this study consisted of 557 teenage 4-Hers (ages 13-19) drawn from the current (July, 1985) registration list at the state 4-H office.

From that list of 9018 people, every fifteenth name was drawn beginning with the first name on the list. A total of 601 people were drawn, but 44 were dropped from the sample for one of three reasons: (1), seventeen were undeliverable by the post office, either the person had moved and left no forwarding address or they had given an incomplete address when they enrolled in 4-H. Attempts were made to track these seventeen people down through the local extension offices in counties where each individual resides, but the county had no more information than did the enrollment list used; (2), twenty-four

respondents returned the questionnaire stating they were no longer in 4-H, so they were excluded; and (3), three questionnaires were returned stating that the person would be unable to respond due to health reasons (one person was in the hospital with leukemia) and were taken out of the sample. This left the sample at 557. Of these, 360 questionnaires were returned leaving a response rate of 64.6%. Table 1 summarizes the survey response rate.

Table 1: Survey Response

Survey Population	Number of Population	Percent (when applicable)
The Universe	9018	
Beginning Sample	601	
Excluded From Sample	44	
17 - Undeliverable		
24 - No longer in 4-H		
3 - Unable to respond		
Total Sample	557	
Total Returns	360	64.6%

DEVELOPMENT OF THE INSTRUMENT

In order to do the desired comparisons among respondents (as indicated in the objectives, Chapter I) it was necessary to have a large sample. With such a large sample it was decided that a mail survey using the Total Design Method of mail survey research (Dillman, 1978) would be the most feasible means of collecting data both in terms of time and cost.

The initial draft of the questionnaire was developed from a brain-storming session at which two state 4-H specialists, the researcher and Dr. Emmett Fiske, Cooperative Extension Community Development Specialist, were present. A list of specific questions and general topics were generated for possible inclusion in the questionnaire. Over a two month process of writing, discussing with the people listed above and more rewriting a questionnaire ready for pretest was developed.

Pretest

Prior to the first pretest, the questionnaire was put in booklet form (legal size paper folded in the middle and stapled). The questionnaire was then mailed to all 4-H agents in the state and several 4-H/Extension administrators accompanied by a cover letter explaining the study and asking for feedback on the questionnaire.

The questionnaire was pretested in person by the researcher on groups of teenagers in Washington State four times prior to the final questionnaire development. Each pretest resulted in revisions of the

instrument and then retesting on the next group until the questionnaire was finally ready for mail-out (see Appendix A).

Preparation of the survey

The researcher was responsible for all aspects of the survey construction except typing and some of the graphics work which was done by the support staff in the 4-H office. This included: writing and designing the questionnaire; finding an appropriate cover design; developing the cover letter and all follow-up letters and post-cards; numbering the questionnaires for identification; folding, stuffing and sorting the envelopes. The questionnaire in its final form was reduced, in booklet form (6 7/8" x 8 1/2") and 16 pages long including front and back covers (see Appendix A). The initial mail-out included a cover letter (see Appendix B), each individually signed with a blue ballpoint pen, on 8 1/2 x 11" white bond, a return envelope that was stamped and self addressed and an information card from the College of Agriculture and Home Economics at Washington State University.

The initial mail-out was mailed on September 16, 1986. There were then 3 follow-ups: The first was a post-card simply reminding them to fill out the questionnaire (see Appendix C), this went out on September 18th. The second follow-up (see Appendix D) went out on September 30 to non-respondents and included an assertive plea for the return of the completed questionnaire. A second questionnaire was included in case the first had been misplaced. The third and final follow-up (see Appendix E) was mailed October 23 and was a letter simply stating the

importance of this research and the need for each questionnaire. A questionnaire was again included.

The first follow-up went to all respondents while the second and third follow-ups went only to people whose questionnaires had not yet been returned. Each follow-up thanked those who had returned the survey and urged those who had not to please do so. In each letter respondents were offered copies of the results. To get the results they simply needed to put their address on the back of the return envelope. Copies of results were requested by 152 respondents and were mailed out in 1987.

VALIDITY, RELIABILITY AND OBJECTIVITY

Internal validity is the degree to which the instrument measures what it is supposed to measure. Rubin (1983) says that validity is decided upon by agreement among experts in that particular field and is termed face validity.

In this study the Total Design Method (TDM) of survey research was followed both in the questionnaire development and the mailing procedures. Dr. Dillman was consulted on a few details dealing with the surveying of teens as opposed to adults. Other experts consulted were Washingtons' 4-H State Specialists and a number of county extension agents. Finally, Dr. Emmett Fiske, Cooperative Extension Community Development Specialist and Rural Sociologist, was consulted for his experience with survey research, his familiarity with the TDM and his Extension experience.

With the assistance of the above-mentioned experts in both survey research and 4-H, the researcher is confident of the face validity of this study.

External validity has to do with the generalizability of a studies findings. Guba and Lincoln (1981) say that if a sample is drawn where everyone in the population has a known probability of being selected then it is possible to assert that the findings from the sample will hold for the population.

Because of the random sampling procedures used to draw the sample for this study it can be argued that the findings from this study are in fact representative of teenage 4-Hers in the state of Washington.

Reliability refers to the consistency with which a test measures whatever it measures. Reliability of the questionnaire was achieved through multiple pretests in which pretest respondents were asked to pay close attention to wording and interpretation of the questions and to raise any questions they might have. Also, experts in both mail survey research and 4-H were consulted on wording of questions.

Intercoder reliability (Rubin, 1983) refers to whether the results are the same regardless of who is doing the scoring or coding. Prior to the initial mail-out, a codebook was developed with specific guidelines for interpreting data. The codebook is specific and thorough enough for anyone to code the data and there would be no problem with consistency in interpretation. Finally, the codebook was used to code the pretest results which served as a test for the codebook.

A third argument for the reliability of the test is the accuracy of the data entry. The data were entered twice by key punchers from Cooperative Extension Computer Resources and then the data were checked for inconsistencies in the first two punches, with any errors corrected.

Finally, objectivity in a survey is achieved when two or more people look at the data and come up with the same conclusions. This survey used very few open-ended questions and the questions generally left very little room for disagreement in interpretation, both in the coding process and in the data analysis.

DATA ANALYSIS

Analysis of the data was made using the Statistical Analysis System (SAS) computer program with the assistance of Wayne Tate, Computer Programmer at Washington State University Statistical Services. Analysis included frequency distributions of the responses for each variable and cross-tabulations of key variables.

The Chi Square test of independence was used to identify relationships between two variables. This test is used on nominal data in the form of frequency counts. It compares the expected frequencies from the marginal totals (total counts from the individual variables, assumed to be equally distributed) with the actual observed frequencies to calculate the chi square test. The significance level was chosen to be 10%, thus we are 90% confident of the results. That is, we are confident 9 out of 10 times that the relationship observed is an actual relationship and not due to chance.

The selection of the sample, development of the instrument, pretest and preparation of the survey have been examined in this chapter. Data analysis was also briefly described. The next chapter deals with the data analysis in a thorough discussion of the study findings.

CHAPTER IV

PRESENTATION OF DATA

In this chapter the study findings are presented and discussed. To facilitate this presentation of data the chapter uses the objectives of this study as an outline, with the exception of objective 4, which is discussed in the next chapter. The study objectives are the following:

Objective 1: To compare characteristics of the following 3 groups of respondents: 1) Those who have attended Conference in the past; 2) Those who have not attended Conference in the past but are aware of it; and 3) Those who have never attended Conference and have never heard of it.

1.1: Compare these 3 groups in terms of demographic variables.

1.2: Compare these 3 groups in terms of educational interests.

1.3: Compare these 3 groups in terms of 4-H program priorities and interests.

Objective 2: To identify and assess why teens who have attended Conference in the past decided to attend and what or who influenced them to attend.

Objective 3: To determine if there are differences by areas within the state in the awareness of, or attendance at, State Conference.

Objective 4: To develop recommendations for improving State Conference based on analysis of the data.

OBJECTIVE 1.1 - DEMOGRAPHIC PROFILE

No significant differences were found between groups of respondents and the sample as a whole. This section will present a demographic profile of the survey sample. Demographics, as defined in Chapter 1, refers to data on selected personal characteristics collected through the questionnaire. These include age, ethnic origin, grade in school, gender, with whom the teen resides, the county in which he/she lives, the number of years he/she has been in 4-H and whether he/she has a job.

Seventy-eight percent (276) of the respondents were female and 79 were male (22%). The great majority were white (94%), only 22 were minorities (see Table 2). This is quite similar to the state enrollment pattern.

Table 2: Ethnic Origin

<u>Ethnic Origin</u>	<u>Number</u>	<u>Percent</u>
White	335	94%
Black	8	2%
Asian American/ Pacific Islander	3	1%
American Indian or Alaskan Native	6	2%
Hispanic or Mexican Descent	<u>3</u>	<u>1%</u>
TOTAL	355	100%

A small portion of the respondents were out of high school, with one high-school drop-out and 21 college students (see Table 3).

Table 3: Grade in School

Grade	Number	Percent
8	6	2%
9	94	28%
10	81	24%
11	70	21%
12	63	19%
Out of High School, but not in College	5	2%
In College	21	6%
Dropped Out of High School	<u>1</u>	less than <u>1%</u>
TOTALS	341	102% *

*due to rounding

The age distribution of respondents shows a decline in members at age 17, which is similar to the state enrollment pattern. Thirteen year olds in the sample were a little under represented when compared to the state 4-H population (see table 4).

Table 4: Age

Age	Number	Percent
13	6	2
14	83	23
15	85	24
16	83	23
17	60	17
18	30	9
19	<u>7</u>	<u>2</u>
TOTALS	354	100%

Three-quarters of the respondents lived at home with both parents while 12% lived in single parent families. Twelve respondents (3%) indicated that they lived on their own, usually at college (see Table 5).

Table 5: With Whom the Respondent Resides

Residence	Number	Percent
Both Parents	263	74%
Mother only	38	11%
Father only	4	1%
Mother and Stepfather	35	10%
Father and Stepmother	5	1%
Guardian, Relatives	1	less than 1%
Other (on own, at college)	<u>12</u>	<u>3%</u>
Totals	358	100%

Table 6 shows the breakdown of respondents by number of years in 4-H. The modal category (most frequently cited) was 6 years with anything after 9 years having small numbers of respondents.

Table 6: Years in 4-H

Years in 4-H	Number	Percent
1	25	7
2	30	9
3	38	11
4	31	8
5	48	14
6	57	16
7	47	13
8	41	12
9	21	6
10	11	2
12	1	less than 1 %
13	<u>2</u>	<u>2</u>
Totals	354	101% *

* due to rounding

Table 7 lists all thirty-nine counties in the state and the number of respondents from each county. Also in table 7 is a list of the total number of teens in 4-H in 1986 from each county. All counties are represented in the sample but for statistical purposes the state was grouped into 4 areas (see Table 8). These areas represent the 4 cooperative extension administrative areas of the state (also see the map in Appendix F).

Table 7: Population and Response by County

County	Total Number of Teens *	
	in 4-H, 1985 **	Respondents
Adams	23	4
Asotin	63	3
Benton	115	12
Chelan	147	4
Clallam	100	6
Clark	403	30
Columbia	27	2
Cowhit	115	6
Douglas	51	1
Ferry	70	4
Franklin	118	8
Garfield	5	1
Grant	195	10
Grays Harbor	209	7
Island	102	9
Jefferson	49	3
King	2,910	49
Kitsap	195	14
Kittitas	84	9
Klickitat	82	4
Lewis	232	19

Table 7: Population and Response by County (Continued)

County	Total Number of Teens *	
	in 4-H, 1985 **	Respondents
Lincoln	44	3
Mason	94	6
Okanogan	103	7
Pacific	33	2
Pend Oreille	34	3
Pierce	382	17
San Juan	41	5
Skagit	161	9
Skamania	62	3
Snohomish	832	27
Spokane	315	15
Stevens	101	8
Thurston	269	16
Wahkiakum	27	1
Walla Walla	105	7
Whatcom	171	12
Whitman	60	3
Yakima	239	9
Totals	8,408	316

* Teen-Youth who are within the ages of 13-19 seniors in 4-H.

** Source - Washington Cooperative Extension, Annual Report, 1985.

Table 8: Respondents by State Area

Area*	Counties in Area	Number	Percent
1 - North West	Island, King, Kitsap, Pierce, San Juan, Skagit, Snohomish, Whatcom	80	25%
2 - South West	Clallam, Clark, Cowhitz, Grays Harbor, Jefferson, Lewis, Mason, Pacific, Skamania, Thurston, Wahkiakum	107	34%
3 - North East	Chelan, Douglas, Ferry, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens	66	21%
4 - South East	Adams, Asotin, Benton Columbia, Franklin, Garfield, Grant, Kittitas, Klickitat, Walla Walla, Whitman, Yakima	63	20%
Totals		316	100%

* Also see map in Appendix F.

Finally, 62.5% of the respondents (223) indicated that they had a job. This ranged anywhere from babysitting on weekends to full-time summer employment.

OBJECTIVE 1.2 - EDUCATIONAL INTERESTS

Educational interests in this study refers to those general topic areas that respondents were asked in the questionnaire to rank in terms of their desire to learn more about (see table 9). No significant differences were found between the 3 groups of respondents when compared for educational interests; neither was there found to be any difference in educational interests between respondents of different ages. There were, however, differences between the sexes in their ranking of educational topics.

The ranking for educational topics was derived by collapsing the 3 categories in question 3 (most interested, second most interested and third most interested) into one overall ranking with 999 total responses (each respondent had 3 responses).

The educational topic ranking the highest using this system was Male/Female relationships at 11%. Next was Drugs and Alcohol at 9% and third was Teen/Parent Relations with 8% (see Table 9).

Table 9: Educational Interests

Educational Topic	Number	Percent
Male/female relationships	111	11
Drugs and Alcohol	88	9
Teen/Parent Relations	83	8
Child Abuse	69	7
Suicide	69	7
Nuclear War	67	7

Table 9: Educational Interests (continued)

Educational Topic	Number	Percent
Teen Pregnancy	63	6
Self Esteem	61	6
Peer Pressure	49	5
Cancer	44	4
Nuclear Radiation	39	4
Abortion	38	4
Death and Dying	36	4
Crime	34	3
Values	33	3
Rape	26	3
Sexuality	21	2
High School Drop-Outs	11	1
Pollution	11	1
Divorce	10	1
Racism	10	1
Smoking/Smokeless Tobacco	10	1
Domestic Abuse	8	1
Sexism	8	1
Totals	999	100%

Males and females alike ranked Male/Female Relationships as their most preferred educational topic. They also both ranked Drugs and Alcohol third. However, the second place ranking for females was Teen/Parent Relations while for males it was Nuclear War. Fourth ranking for males was Crime and for females it was Child Abuse.

OBJECTIVE 1.3 - 4-H PROGRAM PRIORITIES AND INTERESTS

Program priorities and Interests in 4-H refers to those competitive events, educational and social activities and conferencing opportunities open to 4-H'ers besides the traditional project, record keeping and fair activities. In this section the questions in the survey pertaining to 4-H activities will be examined (they are Q-4, Q-5, Q-6, Q-38, Q-39, Q-40 & Q-41, see survey in appendix).

Question 4 asked respondents to rate 4 competitive events based on how interested they would be in having this type of activity at State Conference. The respondents were to rate, on a 1-4 scale, each activity independently from the other 3 with 1 indicating a "strong yes," they would be interested in this activity, and 4 indicating "no, not interested."

With the exception of record book competition, the sample tended to favor competitive activities in general. And, in general, groups' 1 (those who have attended conference) and 2 (those aware of conference) responses were quite similar. Group 3 (never heard of conference) tended to rate competitive activities lower, but this could be because group 3 had never heard of State Conference so didn't know or care what kinds of activities should be held, or it may mean that group 3 really

was different from groups 1 and 2 in the desire to get involved in activities outside of club and project (Question 6 will address this further).

4-H Judging Competition

Figure 1 shows how each group rated their interest in 4-H judging competition. Each group's total equals 100%, and the table's scores are in percents to standardize the measure since the sample size of each group varies so much. The modal category for groups 1 and 3 was "strong yes" (1) on interest in judging competition while the most frequent answer for group 2 was a "weak no" (3) answer.

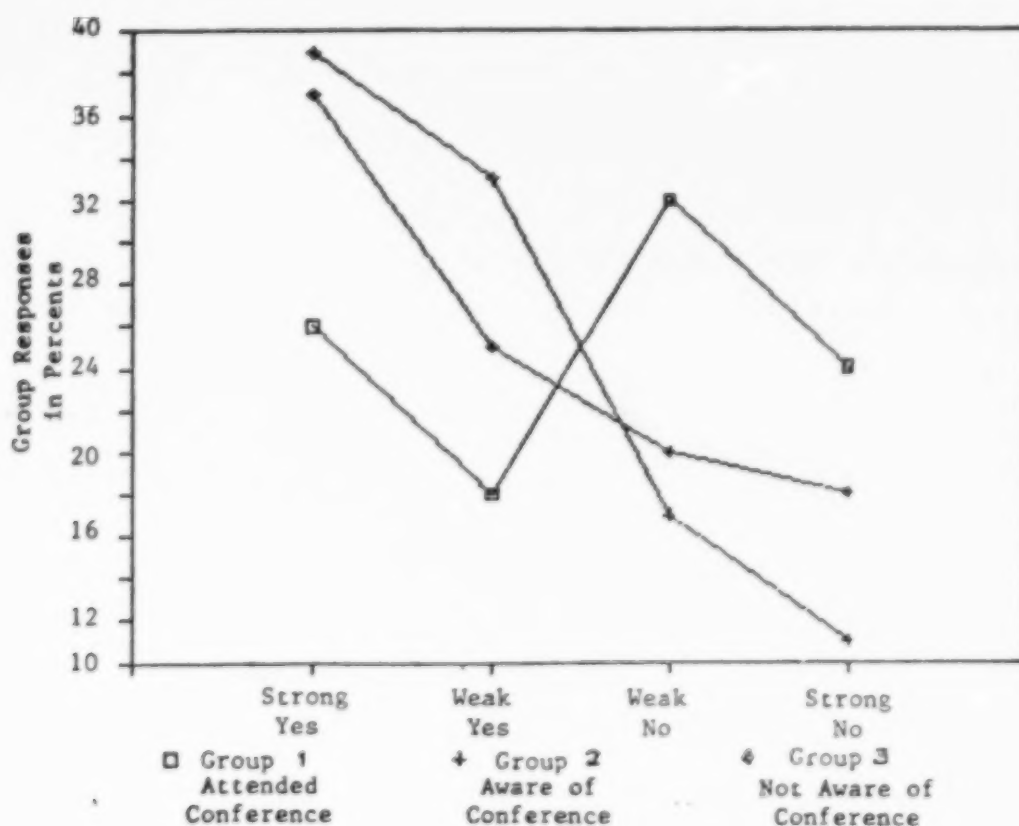


Figure 1: Interest in 4-H Judging Competition

4-H Recordbook Competition

Figure 2 shows that all 3 groups were not interested in recordbook competition with group 1 giving a very strong no answer (50% strong no response).

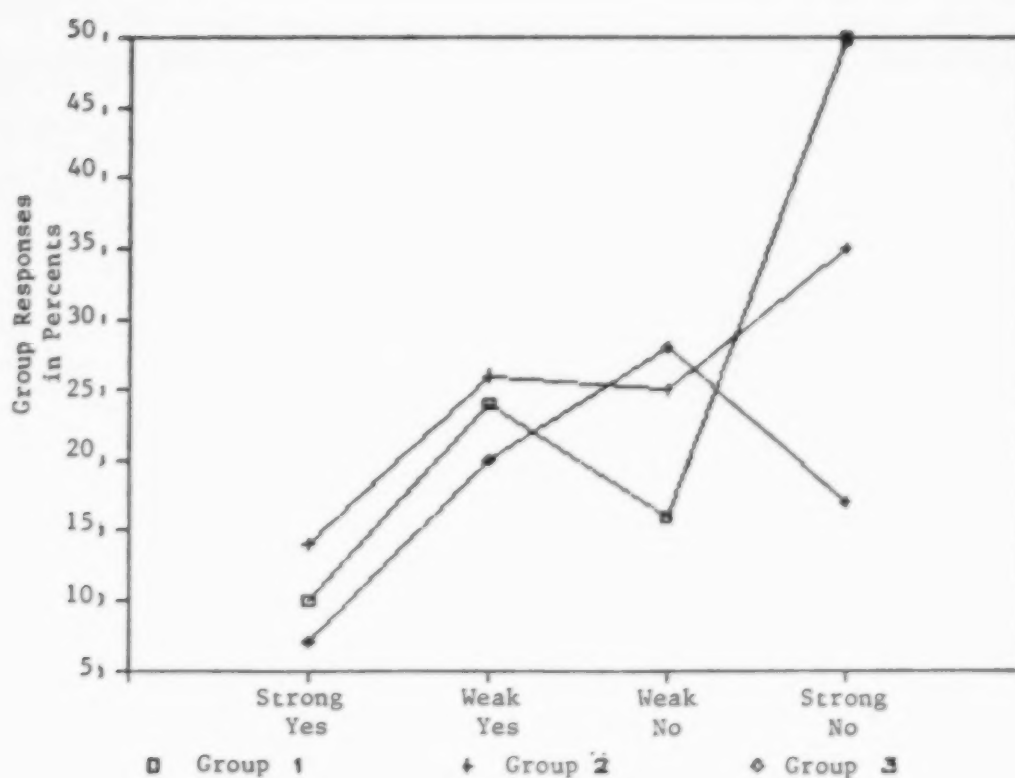


Figure 2: Interest in 4-H Recordbook Competition

Public Speaking Competition

Public speaking and demonstrations were favored by groups 1 and 2 with 63% of group 1 and 59% of group 2 giving a "yes" or "strong yes" response. While group 3 went just the opposite with 60% "no" or "strong no" response.

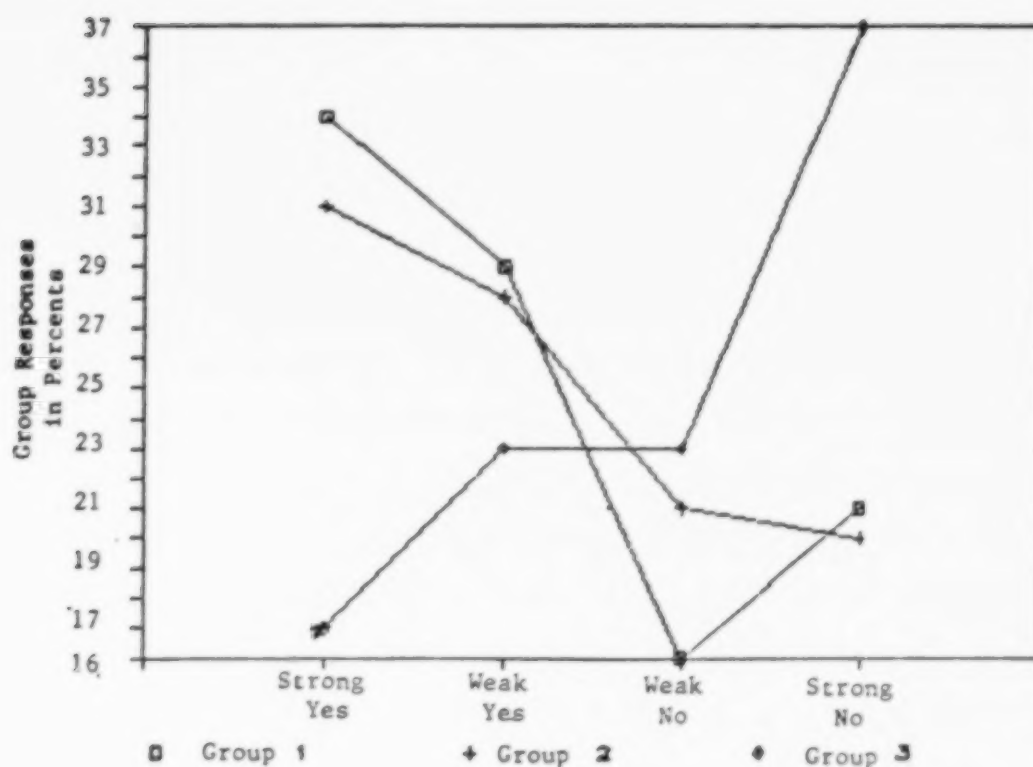


Figure 3: Interest in Public Speaking/Demonstration Competition

Knowledge bowl Activities

A Knowledge Bowl is where 4-Hers of similar projects form teams and compete at answering questions about that project area. As indicated in figure 4, the 4-Hers in this survey very much liked the idea of knowledge bowl activities, especially groups 1 and 2. Group 3, although favoring this activity, came out more evenly distributed than did the other groups.

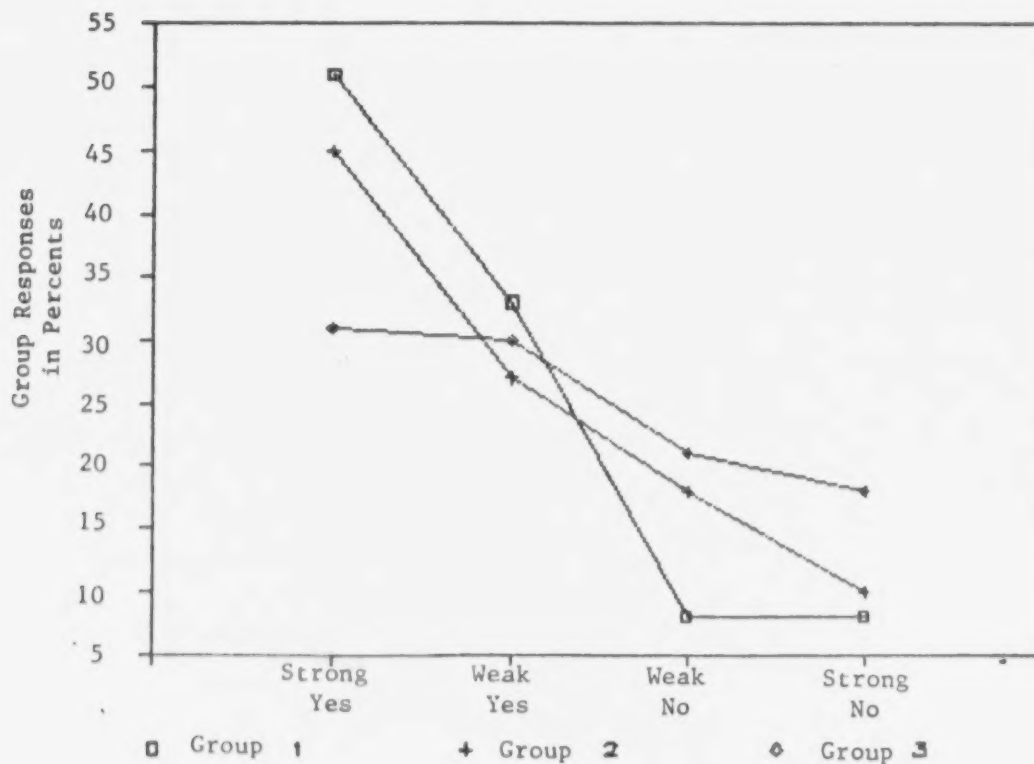


Figure 4: Interest in Knowledge bowl activities

Question 5 in the survey states that there are 3 broad areas in which 4-H leaders and agents can provide educational programming. It then lists these areas and asks the respondents to rate each based on how interested they are in each. Like question 4, that was previously addressed, the respondents rated each activity independently from the other 2 on a scale of 1 to 4 where one equals "high," indicating the respondents have a high amount of interest in this type of activity, 2 equals "moderately high," 3 equals "moderately low," and 4 equals "low" interest in this activity. The broad areas the question referred to are: (1) 4-H project areas; (2) 4-H Competitive activities (those things addressed in question 4); and (3) Social and Educational Issues (those things discussed in questions 2 and 3).

The results are simply summarized in figure 5 and then broken down into more detail in figures 6, 7 and 8. The majority of respondents in all 3 groups rated 4-H projects as something they have "high" interest in. All 3 groups also rated competitive activities as something they have a "moderately-high" interest in. As for social and educational issues, groups 1 and 2 rated this "high" and group 3 rated it a 2, "moderately-high" interest (results in figure 5 are based on the modal category for each group for each activity. See figures 6, 7 and 8 for more detailed rankings).

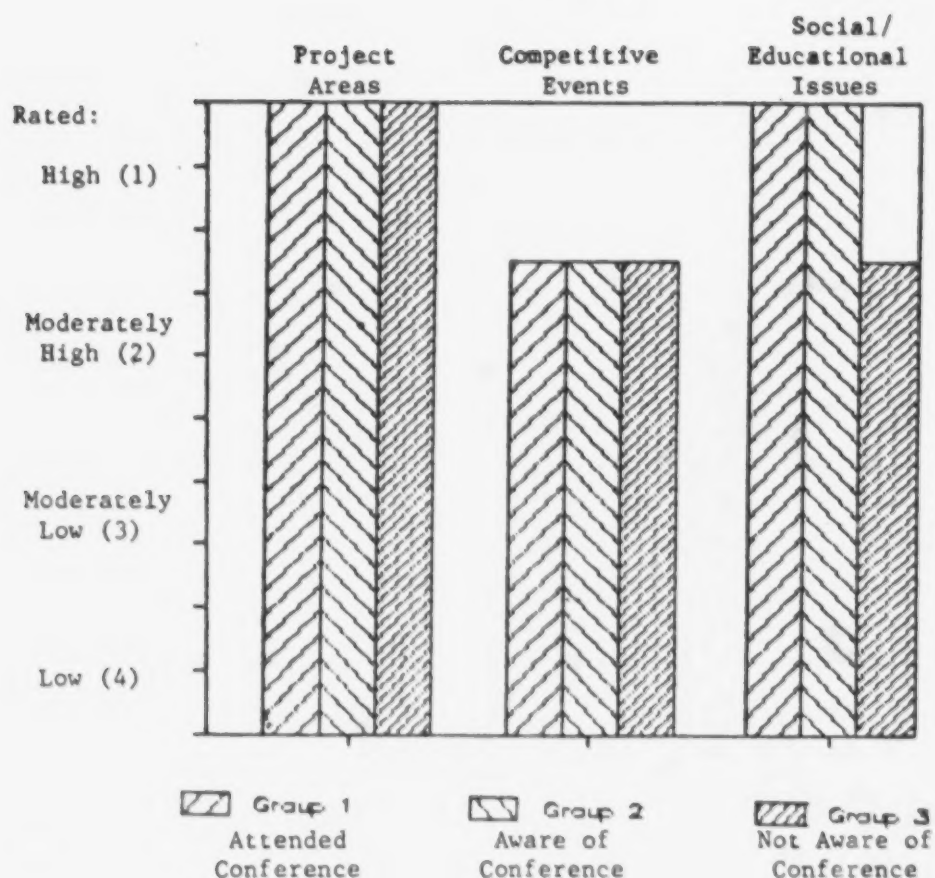


Figure 5: Rating of 4-H Programming Activities

All 3 groups rate 4-H project areas fairly high and 63% of group 2 gave this activity a high rating. If the high and moderately high ratings (1 & 2) are combined, then group 2 stands out with 91% of its' respondents indicating a relatively high interest in their project area. Group 3 follows with a combined score for the 1 and 2 rating at 82% and group 1 has a combined rating of 73%.

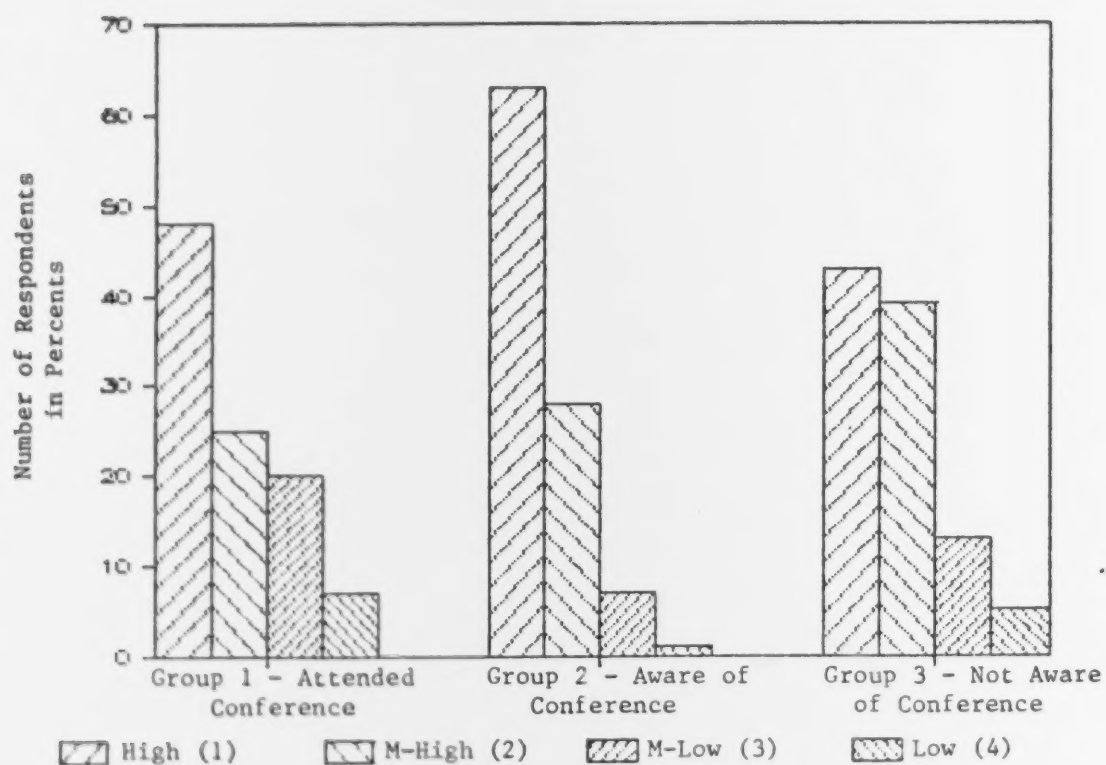


Figure 6: Interest in 4-H Project Area by Group

As indicated in figure 7, the modal category for all 3 groups was "moderately high", that is they have a moderately high interest in competitive activities.

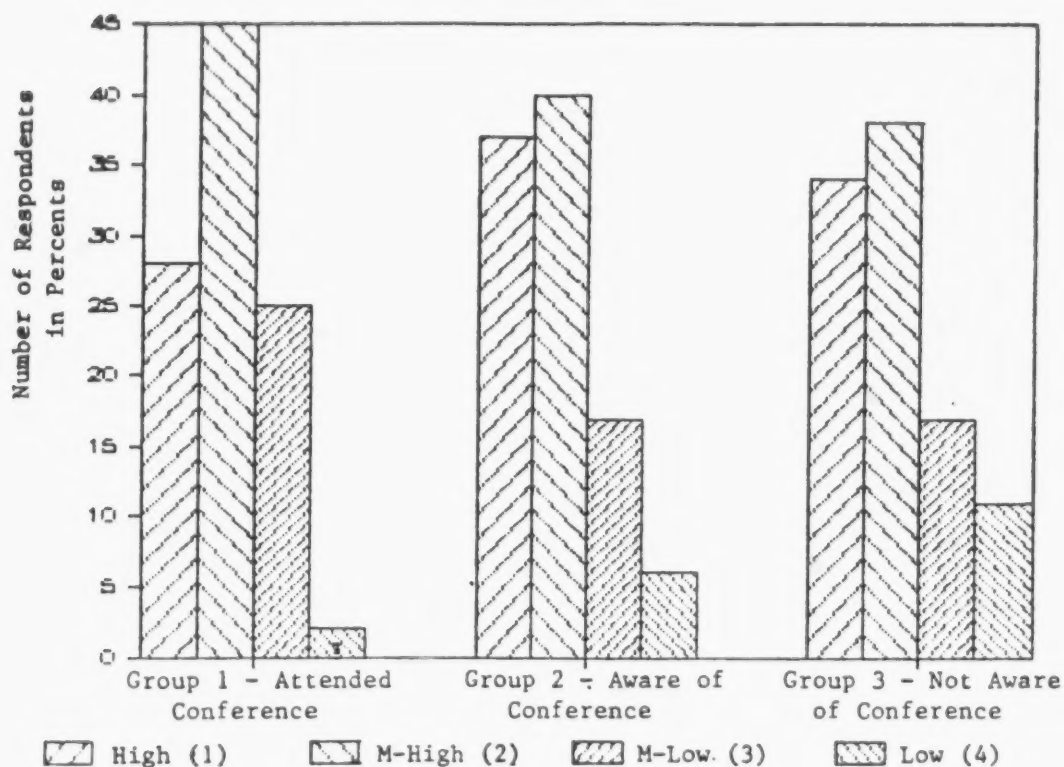


Figure 7: Interest in 4-H Competitive Activities by Group

The rating of social and educational issues as a programming interest (Figure 8) varied more between groups of respondents than did the other 2 variables in this question. The modal category for groups 1 and 2 was "High" with 74% of group 1 and 43% of group 2. The modal category for group 3 was "moderately high" interest in programming on social and educational issues at 46%.

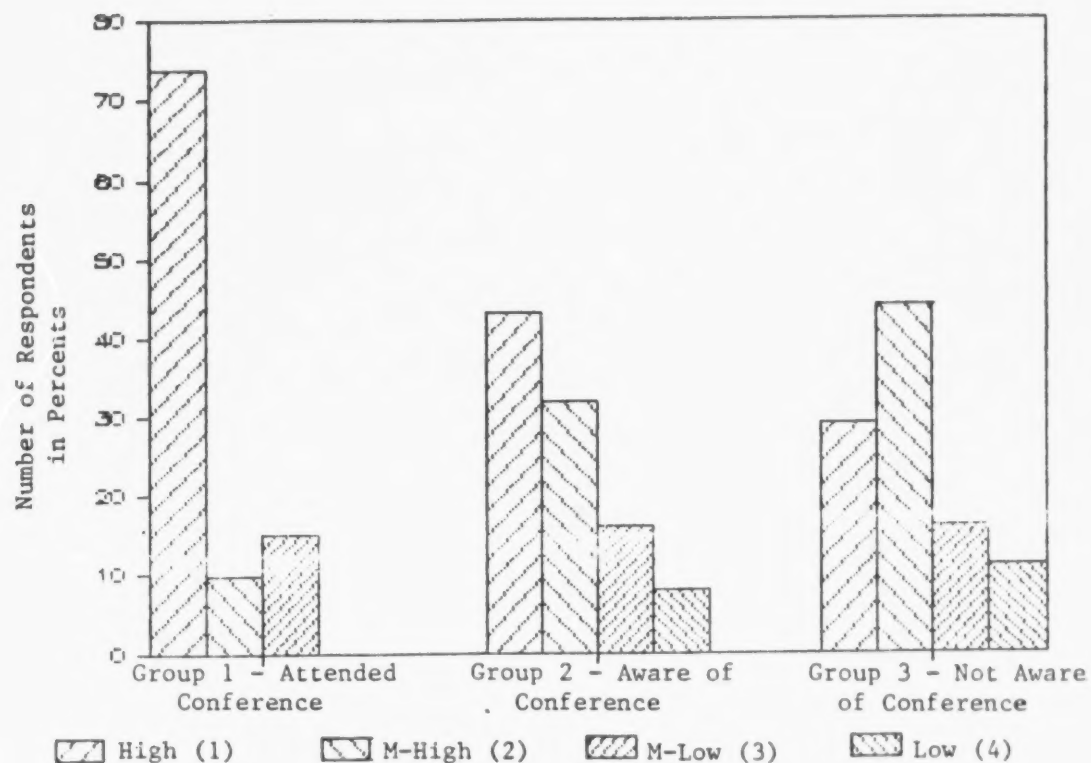


Figure 8: Interest in Social and Educational Issues

Programming by Group

The general trend in question 5 seems to be this: groups 2 and 3, those who hadn't attended conference, were more focused on their project while group 1 had more all around interests.

Question 6 is the last question to be discussed that asked the respondents to rate or rank various activities. In this question, respondents were asked to rank, in order of their interest and involvement, (1) the county and state fair, (2) conferences, and (3) their specific 4-H project. Rather than rating independently like they did in questions 4 and 5, here they are asked to rank the 3 in order of their preference for each. Tables 10, 11 and 12 show the results by group.

Group 1 has no clear ranking of the activities as indicated in Table 10. The modal rank for county and state fair was 2 while conferences was bi-modal with a split between the rank of 1 and 3 (each at 44%). Finally, 4-H projects has no strong category but tended to favor higher rank in general.

Table 10: 4-H Interests and Involvement - Group 1 (have attended)

Activity \ Rank				
	1st	2nd	3rd	
County/State Fair	10	21	10	
	24%	51%	25%	100%
Conference	18	5	18	
	44%	12%	44%	100%
4-H Projects	16	14	11	
	39%	34%	27%	100%

N = 41

Groups 2 and 3 followed the same pattern which was also the pattern for the total sample. 4-H projects were rated first, fairs second and conferences third.

Table 11: 4-H Interests and Involvement - Group 2

(aware of Conference)

Activity \ Rank	Rank			
	1st	2nd	3rd	
	64	97	18	
County/State Fair	36%	54%	8%	100%
	19	30	130	
Conference	11%	17%	73%	100%
	98	52	29	
4-H Projects	55%	29%	16%	100%

N = 179

Table 12: 4-H Interests and Involvement - Group 3

(not aware of Conference)

Activity \ Rank	Rank			
	1st	2nd	3rd	
	57	67	11	
County/State Fair	42%	50%	8%	100%
	9	11	115	
Conference	7%	8%	85%	100%
	69	57	9	
4-H Projects	51%	42%	7%	100%

N = 179

Question 38 in the survey asks respondents if they are enrolled in 4-H leadership projects. Of the 350 respondents to answer this question, 140 answered yes (40%). When examining leadership project enrollment by groups of respondents, there are substantially more people in group 1 that are involved in leadership projects and chi squared was found to be significant. That is, those who have heard of State Conference (group 2) and those who have attended State Conference (group 1) are significantly more likely to be involved in leadership projects than those who have never heard of it (group 3).

Table 13: Leadership Project Enrollment

Group	Yes	NO	
1	29	11	40
Attended Conference	72.5%	27.5%	100%
2	86	94	180
Aware of Conference	48%	52%	100%
3	25	105	130
Never heard of Conference	19%	81%	100%
	140	210	N = 355
	40%	60%	

There are two other conferences for 4-H teens held in Washington State, they are "Know Your Government" and "Teen Forum". Questions 39 and 40 asked respondents if they attended and if so, what motivated them to attend. As seen in table 14, participation in these conferences increased with awareness of and participation at State

Conference. Chi Square for both of these variables was significant which means that we can feel confident 90% of the time that there is a relationship between awareness of and attendance at State Conference and attendance at these other 2 conferences.

Table 14: Attendance at Other Conferences in Washington

Conference Group	Know Your Government	Teen Forum
1 Attended Conference	9	14
2 Aware of Conference	10	10
3 Never Heard of Conference	2	0
N = 355	24	21
Total Percent of All Respondents	7%	6%

Finally, under objective 1.3, the respondents' knowledge of the teen ambassador program as indicated by responses to question 41 are discussed. Almost 50% (N = 151) of the respondents said they knew what the teen ambassador program is and 47 respondents said they had been or were currently county or state ambassadors. This, as shown in table 15, follows the same pattern as the last variables discussed. Chi square is significant and the table shows us that 90% of group 1, those who had attended State Conference, said they were familiar with the

ambassador program. Fifty-five percent of the youth in group 2 knew what the ambassador program is and only 13% of the respondents in group 3 were familiar with the ambassador program.

Table 15: Knowledge of Teen Ambassador Program

Group	Response		
	Yes	No	
1	35	4	39
Attended Conference	90%	10%	100%
2	99	81	180
Aware of Conference	55%	45%	100%
3	17	118	135
Never Heard of Conference	13%	87%	100%
	151	203	N = 354
	43%	57%	

OBJECTIVE 2 - WHY YOUTH DECIDED TO ATTEND

This section presents data regarding why those who attend State Conference decided to attend and who influenced them. Also, the responses of group 2 to the question "Why haven't you attended" are examined.

Question 10 in the survey was an open-ended question and asked "What made you decide to go to Conference the first time?" This question was asked of group one (39 respondents). The majority of respondents (31%) said "it sounded like fun" and that's why they decided to attend. The second most frequently cited response was "it was recommended by a friend or leader" (21%). Third was "it sounded like a good experience" at 13%. The fourth highest cited response was that the respondent won a grant for it (10%). The rest of the responses - "something new to do," "meet people," "learn from the activities," and "liked the topics or theme," were each indicated once or twice.

When asked if travel to Conference was a problem for the respondent, 93% responded no (37). Of the 3 that responded yes, 2 complained about the old bus they rode over on and the worry of wondering if they would make it. The third said there was some mix-up in the county and they weren't sure if the bus was going to pick them up.

Questions 18, 19 and 20 asked about the cost of Conference. The first asked if the cost of travel to Conference was a problem and 35% (N = 14) said yes. Question 19 asked if the total cost of Conference was a problem (registration fee, travel, spending money). Fifty-four

percent (N = 21) said yes, the cost of Conference is too high.

Question 20 was a closed ended question which asked the respondent who paid his/her registration fee (See Table 16). Forty-one percent said self/parents and another 41% said "other," which generally meant a combination of self and county. "County" and "sponsor" usually meant that the youth won a grant through some kind of competition (ie. judging competition).

Table 16: Who Paid the Conference Registration Fee

Response Category's	Number	Percent
Club	0	--
County	3	8
Self/Parents	16	41
Sponsor	4	10
Other	16	41

N = 39

Group number 2, those who had never attended Conference before but were aware of it, were asked why they hadn't attended. It was a closed ended question with a please explain for those who said 'Don't want to' (See Table 17).

Table 17: Reasons For Not Attending State Conference

Response Category's	Number	Percent
Summer Job	34	21%
Cost, too expensive	27	16%
Family responsibilities	10	6%
Don't know how to enroll, don't have information	54	33%
Other 4-H opportunities (camp, horse show)	26	16%
Don't want too.	14	8%
	165	101% *

*due to rounding

As shown in the table, the most frequently cited response was that the youth don't know when to register or how to get involved, implying that they might want too but they don't have the information.

For those who said they don't want too, 5 said they couldn't because they weren't old enough last year (1986), 4 said they didn't have time, and the rest said they were not interested.

OBJECTIVE 3 - AWARENESS AND ATTENDANCE BY STATE AREAS

There are only two variables to discuss here but both are very interesting and revealing. One is a breakdown of respondent groups by state areas (area as discussed previously in this chapter). The second

is the results of question 12, where respondents from group one were asked how Conference is promoted in their county.

Awareness/Attendance at Conference

The first thing to notice in Figure 9 is Conference attendance of group 1 by area. Area 1 is by far the largest area, in terms of population, and had the lowest attendance. Area 2, which is no further from the conference sight, had one-and-one-half times the attendance, while Area 3, the area with the smallest population, had the highest attendance in the sample. This area is much closer than area's 1 and 2, but as mentioned previously, 93% of those who had attended Conference said that travel was not a problem.

When looking at group 2 (those people who know what Conference is but have never attended) and 3 (those who have never heard of Conference) area 3 stood out again. Group 2 was a large 62%, that means that 80% of the respondents from area 3 knew what State Conference is or have attended. This is 16% more than area 4, the next closest area and 22% more than area 1.

For group 3, those who have never heard of State Conference, there were big differences by area. Area 3 again only had 20% of its population who were unaware of Conference while areas 1 and 2 had 42% and 43% respectively. This indicates almost one-half of the teenage 4-H population of that area that did not know about Conference if the sample is representative. In area 4, the administrative area in the state in which Conference is held and Washington State University is located, 36% were not even aware it happens.

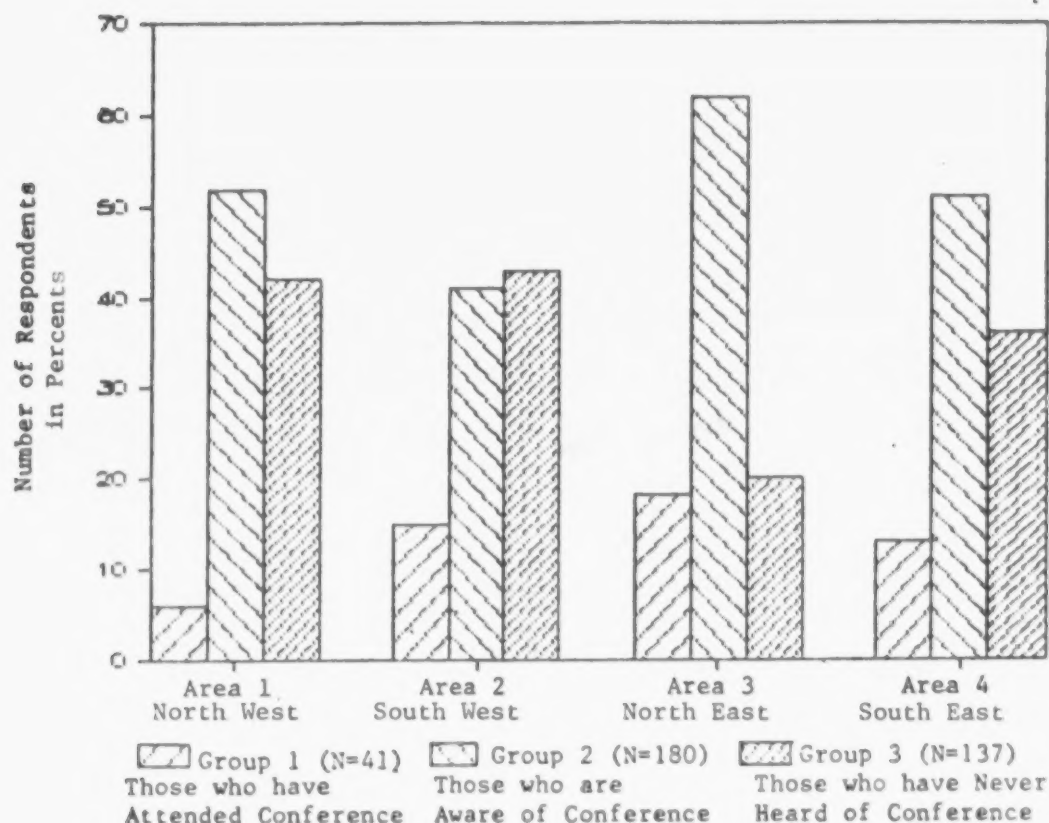


Figure 9: Awareness of and attendance at State Conference by Area

Table 18 shows the distribution of responses for question 12 in the survey. This question asked respondents who attended Conference how State Conference is promoted in their county. Since they were asked to circle all that apply, each response category has a total number of 39.

Seventy-nine percent of the respondents indicated that a 4-H newsletter is one place Conference is promoted. The next 4 responses, all with relatively high response rates, have the key element of personal contact in common. The response rate then drops drastically

with flyers and the newspaper as sources of promotion. Only 2 of the respondents said that Conference isn't promoted as far as they know.

Table 18: How Conference is Promoted

Response Category	Number of	
	Responses	Percent
4-H Newsletter	31	79%
County/State Ambassadors	28	72%
Other 4-H Members	27	69%
County Agents	26	67%
Club leader	24	62%
Flyer	8	21%
Newspaper	7	18%
It is not promoted as far as I know	2	5%
Other	2	5%

SUMMARY

This chapter presented the findings in 5 areas.

1. Demographic information
2. Educational interest
3. 4-H program priorities and interests
4. Attendance at State Conference and what influences attendance
5. State areas and awareness of and attendance at State Conference

The study summary and recommendations are presented in the following chapter

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter contains a summary of the study with major findings discussed. Following this, recommendations are made for 4-H and State Conference based on the study findings that relate to the objectives of this thesis.

The study focused on 4-H teen members and State 4-H Conference. The purpose of the study was to find out what the needs and interests of teens are and determine if State Conference is meeting these needs and interests, then to develop recommendations that incorporate this information. The objectives of the study were as follows:

OBJECTIVES

Objective 1: To compare characteristics of the following 3 groups of respondents: 1) Those who have attended Conference in the past; 2) Those who have not attended Conference in the past but are aware of it; and 3) Those who have never attended Conference and have never heard of it.

1.1: Compare these 3 groups in terms of demographic variables

1.2: Compare these 3 groups in terms of educational interests.

1.3: Compare these 3 groups in terms of 4-H program priorities and interests.

Objective 2: To identify and assess why teens who have attended Conference in the past decided to attend and what or who influenced them to attend.

Objective 3: To determine if there are differences by areas within the state in the awareness of, or attendance at, State Conference.

Objective 4: To develop recommendations for improving State Conference based on analysis of the data.

The questionnaire was developed to include data that is beyond the scope of this thesis but will be used by the researcher and state 4-H faculty in follow-up studies. For this thesis, only the data which relate specifically to the objectives, as outlined previously, were used and recommendations made that came out of that data.

SUMMARY OF FINDINGS

Demographics:

The population was primarily white (94%) and female (78%) with the modal response for grade in school being 9th. Twenty-one of the respondents (6%) were in college. Seventy-four percent (74%) of the respondents lived at home with both parents while 12% live with single parents. Number of years respondents were in 4-H was fairly evenly distributed between 1 and 9 years with 6 years being the modal category (see table 6) with a decline in membership after 9 years. All counties were represented in the sample. Sixty-two and one-half percent (62.5%) of the respondents reported that they have a job. There were no

differences found between groups of respondents when compared by demographic characteristics.

Educational interests:

No differences between respondents were found when compared by age, however, differences were found by sex, as explained below. Eleven percent (11%) of the respondents listed male/female relationships as the topic of most interest to them. Second they listed Drugs and Alcohol (9%), then Teen/Parent relations (8%) and child abuse (7%).

Males and females alike ranked Male/Female relationships first and Drugs and Alcohol third. However, females ranked Teen/Parent Relations second while males ranked crime second. In fourth place females listed child abuse while males indicated interest in Nuclear War.

4-H Program Priorities and Interests:

With the exception of recordbook competition, the respondents tended to favor competitive activities (judging, knowledge bowl, demonstrations/public speaking). Groups 1 (those who have attended Conference) and 2 (those aware of Conference) responded quite similarly while group 3 (not aware of Conference) tended to be more conservative with their desire for competitive activities. This finding is contrary to what the literature tells us.

When asked to rank what kind of educational programming they favor in 4-H with the choices of educational/social issues, 4-H project area and competitive activities, all 3 groups rated 4-H project areas high. Educational/social issues were rated high by groups 1 (attended) and 2 (aware), and moderately-high by group 3 (not aware). Finally

competitive activities were rated moderately-high by all 3 groups. The general trend when looking at percentage of respondent rankings by group for each choice, seems to be that groups 2 and 3 have more focused interest in their projects while group 1 has more all-around interests (see Figures 5 - 8).

Respondents were asked to rank in order of interest and involvement the following 3 activities: County and State fairs, Conferences, and 4-H projects. Groups 2 and 3 ranked projects first, fairs second and conferences third, while group 1 ranked all 3 fairly high so there is no clear order to their ranking.

When asked about enrollment in leadership projects, attendance at other Washington Conferences and awareness of the teen ambassador program, there were significant differences by group. Group 1 had significantly higher involvement and awareness than did groups 2 and 3, and group 2 had more than group 3.

Why Youth decided to attend:

The second objective dealt mostly with group 1 and possible factors for their attendance at State Conference. The most frequently cited responses to the questions, "Why did you decide to attend?" were because "it sounded like fun," "it was recommended by a friend" and "it sounded like a good experience." For those who didn't attend but were aware of it (group 2), the most frequently cited reason for never attending was "Don't know how to enroll, don't have information" (N=54, 33%).

Of those who have attended Conference before 54% said the cost of Conference is a problem for them. The majority said that it was paid for by themselves and/or parents or by a combination of people/sources (ie. won a grant from county for part and parents paid part; 41% response to each of the above responses).

Awareness and Attendance by State Areas:

Area 1 in the state, (North Western Washington - see Appendix F) is the largest area in terms of population but had the lowest attendance at Conference. Area 3 (South Eastern Washington) had the highest attendance in the sample and the lowest population.

When looking at group 2 (those who are aware of conference but haven't attended), area 3 stood out again. Area 3 had the smallest number of people who had never heard of State Conference at 20%, while areas 1 and 2 (South Western Washington) have 42% and 43% respectively who had never even heard of Conference.

When asked how Conference was promoted in their county, 70% of the respondents indicated the 4-H newsletter. The next 4 most frequently cited responses (72-62%) were (1) personal contact promotions - agents, (2) ambassadors, (3) friend and (4) leader.

RECOMMENDATIONS

Recommendations for State Conference and Teen Programming

1. The cost of conference should be reduced or programs to pay the conference registration fee should be developed. Fourteen (14) of the 39 (35%) respondents who had attended Conference in the past said the cost of Conference was a problem. Forty (40, 24%) of the

respondents in group 2 (have not attended but are aware of) said that the cost of Conference has been a deterrent to their attending.

2. The study found that county agents are very key people in both influencing the decision to attend Conference and in marketing Conference. This suggests agents must be incorporated into Conference more than they have been in recent years, thus having more of an investment in it.

The following are recommendations for gaining involvement and investment by agents.

- A. Involve agents in a teaching capacity at Conference.
 - B. Involve agents in the planning of Conference in the form of a Planning Board which may also include youth.
 - C. Provide agents incentives and guidance in marketing Conference in their county.
 - D. Provide agents incentives for attending Conference and for youth attendance from their county at Conference.
3. Promotional efforts must be upgraded and given more priority at both the county and state levels in order to stop the declining enrollment problem. One way to achieve this might be to hire a marketing coordinator for the state.
 4. Respondents in this study had a strong dislike for record keeping (66%). This finding is consistent with the literature (See Nefstead 1981, Lewis and Gottlief, 1974, part 2, McFarland, 1986). With such a strong dislike by so many 4-Hers it is recommended that

the 4-H program re-evaluate its purpose for recordbooks and how important they are to the 4-H program.

5. It is recommended that more learning activities which provide direct and immediate feedback (as opposed to ribbons, certificates, etc.) be developed and provided to 4-Hers at all levels of 4-H (club, county and state). Interest in 4-H Judging Competition was ranked fairly high by most 4-Hers in this study. McFarland (1980), in her study on motivating 4-Hers for continued learning, also found judging competitions to be very popular. She suggests that perhaps the popularity is due to the direct, immediate and clear feedback it provides. She also found that 4-H adolescents prefer compliments and feedback over material rewards. This suggests that 4-H needs fewer material rewards (pins, certificates, ribbons) and more opportunities for learning experiences that provide clear and direct feedback.
6. McFarland (1986) found that teens prefer working in teams and in small groups rather than on individual projects. This finding was confirmed in this study. Knowledge bowl activities, which were also rated highly by respondents, provide this type of learning activity, and they also provide the opportunity for peer support and attachment, a very strong need of adolescents. Finally, when asked how they would like a cluster type of housing at Conference (all the horse project 4-Hers together, all the mechanical science projects together, etc.) 68.5% said they would like this. With all this in mind, it is recommended that cluster housing be organized

at State Conference and that these clusters participate in Knowledge Bowl activities, thus providing more personal peer contact among 4-Hers of similar interest and a learning activity which is preferred by the majority of respondents.

Recommendations for Further Study

7. The findings of this study show that 4-H teens tend to favor competitive activities in general (Figures 1, 3, 4, 7). The literature, however, indicates that teens feel that there is too much emphasis on competition in 4-H (Konopka, 1971; Lewis and Gottlief, 1974 part 1; Wardlaw, 1985; Rochon, 1981). This indicates a need for further research in this area. Perhaps only particular populations in 4-H favor or disfavor competition or perhaps the desire for competition depends on the activity and the rewards. All these things will need to be researched further before any conclusions can be drawn.
8. If the recommendations listed above are followed, then it is recommended that State Conference continue to be held. The data suggest that the declining attendance problem is not a symbol of Conferences' obsolescence, but rather a result of poor marketing and the high cost to individuals who wish to attend. With such a high majority of respondents in group 1 (have attended) ranking Conference so positively, it seems clear that it is meeting the needs, interests and expectations of those who attend.

9. This study only addressed teens and their views on the topics discussed. To more thoroughly study State Conference, 4-H program priorities, educational needs and interests and the promotion of State Conference, club leaders and county agents would need to be studied and their opinions and perceptions compared with those of teens.
10. More in-depth study on teen/adolescent educational needs is needed and more thorough evaluation of how 4-H develops programs for these needs is required before it can be said that 4-H State Conference meets the educational needs and interests of teens.

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APPENDIX A
SURVEY INSTRUMENT

4-H STATE CONFERENCE



**WHAT IS IT, WHY IS IT, AND
WHAT DO YOU THINK OF IT?**

A SURVEY OF 4-H TEENS

The purpose of this questionnaire is to determine the importance of 4-H State Conference to teens in Washington State. It is essential that all the surveys be returned, so please take time to fill out and return the survey today.

Cooperative Extension, Washington State University, Pullman, WA 99164-6230

September 1986

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4-H, State Conference, and Your Interests

The Washington State 4-H office wants to know what kinds of topics and programs you are interested in. The identification of your interests will help not only in planning State Conference, but will also help in planning other 4-H activities, workshops and conferences, at both the county and state levels.

Q-1 What is your major 4-H project? _____

Q-2 The following is a list of social issues that may affect teens today. Please rate these issues based on how interested you would be in learning more about them. (Please circle your answer.)

Social Issues:	Very Interested	Somewhat Interested	Not Interested	Don't Know
A Abortion	VERY	SOMEWHAT	NOT	?
B Cancer	VERY	SOMEWHAT	NOT	?
C Crime	VERY	SOMEWHAT	NOT	?
D Child Abuse	VERY	SOMEWHAT	NOT	?
E Death and Dying	VERY	SOMEWHAT	NOT	?
F Divorce	VERY	SOMEWHAT	NOT	?
G Domestic Abuse	VERY	SOMEWHAT	NOT	?
H Drugs and Alcohol	VERY	SOMEWHAT	NOT	?
I High School Drop-Outs	VERY	SOMEWHAT	NOT	?
J Male/Female Relationships	VERY	SOMEWHAT	NOT	?
K Nuclear Radiation	VERY	SOMEWHAT	NOT	?
L Nuclear War	VERY	SOMEWHAT	NOT	?
M Peer Pressure	VERY	SOMEWHAT	NOT	?
N Pollution	VERY	SOMEWHAT	NOT	?
O Racism	VERY	SOMEWHAT	NOT	?
P Rape	VERY	SOMEWHAT	NOT	?
Q Self Esteem	VERY	SOMEWHAT	NOT	?
R Sexism	VERY	SOMEWHAT	NOT	?
S Sexuality	VERY	SOMEWHAT	NOT	?
T Smoking/Smokeless Tobacco	VERY	SOMEWHAT	NOT	?
U Suicide	VERY	SOMEWHAT	NOT	?
V Teen Parent Relations	VERY	SOMEWHAT	NOT	?
W Teen Pregnancy	VERY	SOMEWHAT	NOT	?
X Values	VERY	SOMEWHAT	NOT	?
Y Others? (Please list):	VERY	SOMEWHAT	NOT	?

-3-

Q-3 Which of the above social issues are you most interested in learning more about?
(Put letter of item in appropriate box.)

☐ MOST INTERESTED ☐ SECOND MOST INTERESTED ☐ THIRD MOST INTERESTED

Q-4 It is possible to have various kinds of competitive events at State Conference. Below is a list of some of the kinds of activities that could be arranged. Please rate how interested you are in participating in the following types of activities if conducted at state conference. Rate each on a scale from 1-4 where one = strong yes, you are interested in participating, and 4 = no, you are not interested in this type of activity at State Conference.

- ☐ A 4-H JUDGING COMPETITION
- ☐ B 4-H RECORDBOOK COMPETITION
- ☐ C PUBLIC SPEAKING/DEMONSTRATION COMPETITION
- ☐ D KNOWLEDGE BOWL ACTIVITIES IN PROJECT AREAS (i.e., HORSE, LIVESTOCK, FOODS)
- ☐ E OTHER? (Please list): _____

Q-5 There are 3 broad areas in which 4-H leaders and agents can provide educational programming. Please rate these three based on how interested you are in each.

	HIGH		LOW	
A. 4-H PROJECT AREAS	1	2	3	4
B. 4-H COMPETITIVE ACTIVITIES (i.e., those things addressed in Q-4)	1	2	3	4
C. SOCIAL ISSUES (i.e., Q-2)	1	2	3	4

Q-6 We are trying to get a sense of how important the various aspects of 4-H are to teens in Washington State. Please rank order the following list based on your interests and involvement. (Put a "1" in the box next to the activity you are most interested in, a "2" in the box next to the activity you are second most interested in, a "3" in the box next to the activity you are third most interested in.)

- ☐ COUNTY AND STATE FAIR
- ☐ CONFERENCES (State Conference, Know Your Government, etc.)
- ☐ YOUR SPECIFIC 4-H PROJECT

4-H State Conference

This next section is about 4-H State Conference which is held in June every year. State 4-H Conference is a leadership and motivational experience for teens such as yourself who have graduated from the 8th grade. However, only about 5% of 4-H teens participate in Conference. We would like to know your knowledge, interest and opinions of 4-H State Conference.

Q-7 Have you ever heard of, or do you know what 4-H State Conference is?

1 YES

2 NO

→ (IF YOU ANSWERED NO). Please skip to Q-38 on page 11.

Q-8 Have you ever attended State Conference at WSU?

1 YES

→ (IF YOU ANSWERED YES). In what year or years did you attend State Conference at WSU? _____

Year(s) Attended

2 NO

→ (IF YOU ANSWERED NO). Please skip to Q-29 on page 9.

Q-9 Did you attend State Conference this Year (1986)?

1 YES

2 NO

→ (IF YOU ANSWERED NO). Why not: _____

Q-10 What made you decide to go to Conference the first time? _____

-5-

Communicating the opportunity to participate in a major State 4-H event is an important beginning to your decision to come to Washington State University and be a part of Conference. Answering the following questions will help us do a better job of publicizing Conference to you. If you have attended State Conference more than once before please answer these next questions in reference to the first State Conference you attended.

Q-11 Were you selected or chosen to attend Conference or did you volunteer or decide to go on your own?

- 1 SELECTED/CHOSEN
- 2 VOLUNTEERED/DECIDED TO GO ON MY OWN
- 3 OTHERS? (Please list):

→ (IF YOU ANSWERED SELECTED/CHOSEN). How were you SELECTED? _____

Q-12 How is Conference promoted in your county? (Circle all that apply.)

- A COUNTY AGENTS
- B LEADER
- C NEWSPAPER
- D 4-H NEWSLETTER
- E FLYERS
- F OTHER 4-H MEMBERS
- G COUNTY/STATE AMBASSADORS
- H IT IS NOT PROMOTED AS FAR AS I KNOW.
- I OTHER? (Please list): _____

Q-13 Did you attend or participate in any kind of State Conference orientation before you went to Conference the first time?

- 1 YES
- 2 NO (IF NO PLEASE SKIP TO Q-14)

→ (IF YOU ANSWERED YES). Please explain the orientation you attended or participated in.

Q-14 Did orientation help you know what to expect at Conference?

- 1 YES
- 2 NO

-6-

Travel convenience and cost can be important considerations for you when making your decision to come to the W.S.U. campus in Pullman. Help us determine the importance of travel on your desire to come to State 4-H Conference.

Q-15 How did you get to Conference?

- 1 PARENTS DROVE ME
- 2 BUS
- 3 FLY
- 4 OTHER? (Please list): _____

Q-16 Did you travel to Conference with other delegates from your county?

- 1 YES
- 2 NO

Q-17 Was travel to WSU for Conference a problem?

- 1 YES
- 2 NO

→ (IF YOU ANSWERED YES). What was the problem: _____

Q-18 Is the cost of travel to Conference a problem?

- 1 YES
- 2 NO

Q-19 Is the total cost of State Conference a problem for you (registration, travel, spending money, etc.)?

- 1 Yes
- 2 NO

→ (IF YOU ANSWERED YES). What is the total amount you could afford to pay?
\$ _____

Q-20 Who paid your conference registration fee?

- 1 CLUB
- 2 COUNTY
- 3 SELF/PARENTS
- 4 SPONSOR
- 5 OTHER? (Please list): _____

-7-

Chaperones are selected, generally from the county level, to attend Conference. Their job at Conference is to assist delegates with questions or problems, help to enforce the rules and to have fun. The next few questions are related to the chaperones at Conference.

Q-21 Did you like the chaperones at Conference?

1 YES

2 NO

→ (IF YOU ANSWERED NO). Why not? _____

Q-22 Was there a chaperone from your county?

1 YES

2 NO

A variety of Conference activities is an important factor that can affect your enjoyment and enthusiasm at Conference. The following are questions that will help us know how you feel about the activities at Conference.

Q-23 How do you feel about the number of activities at State Conference?

1 TOO MANY

2 TOO FEW

3 ABOUT RIGHT

Q-24 Which assemblies at State Conference did you enjoy the most (circle up to three different responses)?

1 GET ACQUAINTED ASSEMBLY

2 OPENING ASSEMBLY

3 ASSEMBLY OF AMBASSADORS

4 INTERNATIONAL AFFAIR ASSEMBLY

5 AGRICULTURE IN CRISIS (1986 CONFERENCE ONLY)

6 ASSEMBLY FOR NATIONAL AND COUNTY REPORTS AND AMBASSADOR ELECTIONS

7 CLOSING ASSEMBLY

8 DIDN'T ENJOY ANY OF THE ASSEMBLIES

-8-

Having been to State 4-H Conference, how would you rate it? The following will help us know your feelings looking back on your experience at Conference. Please answer these questions referring to the most recent conference you attended (if you have been to more than one).

Q-25 Do you plan on coming to State Conference again?

1 YES

2 NO

(If you answered NO). Please explain why not: _____

Q-26 People have made many general statements about State Conference. Some of these statements are listed below. Please indicate whether you strongly agree, mildly agree, mildly disagree or strongly disagree with each of the following statements.

Statements about Conference:	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
	↓	↓	↓	↓
A IT WAS TOO LONG	SA	MA	MD	SD
B IT WAS BORING	SA	MA	MD	SD
C IT WAS INTERESTING	SA	MA	MD	SD
D IT WAS FUN	SA	MA	MD	SD
E IT WAS A GOOD EXPERINECE	SA	MA	MD	SD
F IT WAS A BAD EXPERIENCE	SA	MA	MD	SD

Q-27 Looking back, what 2 or 3 things about Conference were the most beneficial to you?

(Please discuss) _____

Q-28 Looking back, what kind of educational activities did you enjoy and learn the most from? (Rank in order of highest to lowest, where 1 is high and 4 is low.)

- ___ A SMALL GROUP WORK (THE ACTIVITIES IN WHICH YOU LEARNED A SKILL BY WORKING IN SMALL GROUPS).
- ___ B HANDS ON EXPERIENCE (THE ACTIVITIES WHERE YOU LEARNED BY DOING).
- ___ C LECTURES
- ___ D OTHER? (Please list): _____

(If you have attended State Conference before, please skip to Q-32, if you have not attended, continue on with Q-29.)

Conference is an exciting experience and we would like to see more teen 4-H'ers at Conference. The next few questions will help us learn why more 4-H'ers do not participate in State Conference.

Q-29 If you haven't attended Conference before why haven't you? (Circle your single most important answer.)

- 1 SUMMER JOB
- 2 COST, TOO EXPENSIVE TO GO TO CONFERENCE
- 3 FAMILY RESPONSIBILITY
- 4 NO ONE TOLD ME ABOUT STATE CONFERENCE (WHEN IT IS, ETC.)
- 5 OTHER 4-H OPPORTUNITIES (i.e., CAMP, TEEN FORUM, HORSE SHOWS, etc.)
- 6 DON'T KNOW HOW TO GO ABOUT GETTING ENROLLED, ETC.
- 7 DON'T WANT TO

☐ → (IF YOU ANSWERED DON'T WANT TO). Please explain: _____

Q-30 Did or has your club sent delegates to Conference?

- 1 YES
- 2 NO

Q-31 Is the cost of Conference a deterrent to your attending?

- 1 YES
- 2 NO
- 3 DON'T KNOW

☐ → (IF YOU ANSWERED YES). What amount would you be willing to pay?

\$

-10-

Q-32 Currently, Conference is held in late June. Is there a better month? (Please circle your response.)

- 1 SPRING (MARCH/APRIL)
- 2 MAY
- 3 JUNE (as it is presently)
- 4 JULY
- 5 AUGUST
- 6 EARLY FALL (SEPT./OCT.)
- 7 DON'T CARE
- 8 OTHER? (Please list): _____

Q-33 When would you prefer Conference to be held?

- 1 LONG WEEKEND (i.e., THURSDAY - SUNDAY)
- 2 DURING THE WEEK (MONDAY - FRIDAY)
- 3 DON'T CARE

Q-34 Should Conference be held?

- 1 YEARLY
- 2 EVERY OTHER YEAR
- 3 OTHER? (Please list): _____

Q-35 Where is the best location for Conference (please circle only one answer)?

- 1 DON'T CARE
- 2 WSU, PULLMAN, WA (WHERE CONFERENCE IS CURRENTLY HELD)
- 3 ELLENSBURG, CWU
- 4 SEATTLE AREA
- 5 ROTATE SITES
- 6 OTHER? (Please list): _____

Q-36 Why do you think this is the best location? _____

Q-37 A "cluster" conference is one where people with similar 4-H projects are housed together and participate in more activities together (i.e., all the horse people together, all the Home Ec. people together). Would you be interested in this type of Conference?

- 1 YES
- 2 NO

-11-

4-H Leadership Activities

The next section has to do with the various 4-H leadership projects available to teens.

Q-38 Are you enrolled in a 4-H leadership project?

- 1 YES
- 2 NO

→ (IF YOU ANSWERED YES). Please circle all that you are enrolled in:

- 1 JUNIOR LEADER
- 2 TEEN LEADER
- 3 COUNTY OR STATE AMBASSADORS

Q-39 Have you ever attended the "Know Your Government Conference" in Olympia?

- 1 YES
- 2 NO

→ (IF YOU ANSWERED YES). What motivated you to attend? (Circle all that apply.)

- 1 TOPICS
- 2 LOW COST
- 3 EASE OF TRANSPORTATION (CENTRAL LOCATION)
- 4 TIME OF YEAR
- 5 OTHER? (Please list): _____

Q-40 Have you ever attended the "Teen Forum" in Ellensburg?

- 1 YES
- 2 NO

→ (IF YOU ANSWERED YES). What motivated you to attend? (Circle all that apply.)

- 1 TOPICS
- 2 LOW COST
- 3 EASE OF TRANSPORTATION (CENTRAL LOCATION)
- 4 TIME OF YEAR
- 5 OTHER? (Please list): _____

-12-

Q-41 Do you know what the teen ambassador program is (either county or state)?

1 YES

2 NO

→ (IF YOU ANSWERED NO). Skip to question 43 on page 13.

Q-42 Have you ever been a county or state ambassador?

1 YES

→ (IF YOU ANSWERED YES)

Has your ambassador experience been a good one? (Please explain.)

2 NO

→ (IF YOU ANSWERED NO).

Are you interested in being an ambassador?

1 YES

2 NO

If you want to be an ambassador, do you know how to go about getting involved?

1 YES

2 NO

Keep going...

You're almost done



WSU and College

-13-

4-H is a part of Washington State University and we would like to know your interest as a 4-H'er in attending W.S.U. after high school graduation. If you would like more information about W.S.U. please fill out the postcard that says, "Please send me further information," and you will receive the requested materials.

Q-43 Are you thinking about attending college after high school?

- 1 YES
- 2 NO

Q-44 If you are thinking about attending college, do you know where you would like to go?

- 1 YES
- 2 NO
- 3 NOT PLANNING ON GOING TO COLLEGE

→ (IF YOU ANSWERED YES) Where? _____

Q-45 Would you consider going to college at WSU?

- 1 YES
- 2 NO
- 3 NOT PLANNING ON GOING TO COLLEGE

→ (IF YOU ANSWERED YES) Has 4-H influenced your decision to attend WSU?

- 1 YES
- 2 NO

Q-46 Would you like to receive information about the Washington State University College of Agriculture and Home Economics or other Washington State University departments (such as career opportunities, financial aid, admission requirements, etc.)?

- 1 YES
- 2 NO

→ (IF YOU ANSWERED YES) Please list: _____

Q-47 Would you be interested in attending a weekend on the WSU campus specifically for 4-H'ers and their family to find out more about WSU and the College of Agriculture and Home Economics?

- 1 YES
- 2 NO

→ (IF YOU ANSWERED YES) What time of year is best for you and your family.

And Finally...

-14-

The following is the final section of the survey. This section will help us determine the type of teens that feel strongly about the different issues identified in this survey.

Q-48 Your sex (Circle your answer)

- 1 MALE
- 2 FEMALE

Q-49 What is your ethnic origin?

- 1 WHITE
- 2 BLACK
- 3 ASIAN AMERICAN/PACIFIC ISLANDER
- 4 AMERICAN INDIAN OR ALASKAN NATIVE
- 5 HISPANIC OR MEXICAN DESCENT
- 6 OTHER? (Please list): _____

Q-50 Your grade in school as of September 1986. _____

Q-51 How old are you? _____

Q-52 With whom do you currently live/reside?

- 1 BOTH MY PARENTS
- 2 JUST MY MOTHER
- 3 JUST MY FATHER
- 4 MOTHER AND STEPFATHER
- 5 FATHER AND STEPMOTHER
- 6 GUARDIAN (RELATIVES)
- 7 OTHER? (Please list): _____

Q-53 In which county do you live? _____

Q-54 How many years have you been in 4-H? _____

Q-55 Do you have a job?

- 1 YES
- 2 NO

→ (IF YOU ANSWERED YES). Which is your job?

- 1. YEAR AROUND
- 2. SUMMER ONLY
- 3. OTHER? (Please list): _____



Done At Last!!!

Please remember to mail your
survey in the envelope provided
as soon as you finish filling it out.

Thank you for helping 4-H
"To Make The Best Better"

Your contribution to this effort is greatly appreciated. Please feel free to use the blank space provided below for any additional comments you would like to make. You have made an important contribution to this study and we are very interested in your comments. Again, thank you for your help.



If you would like a summary or copy of the results of this study, please put your name and address on the back of the return envelope (not this page). We will see that you receive it.

304 215 101 101

APPENDIX B
RESEARCHER'S COVER LETTER
INITIAL MAIL-OUT

COOPERATIVE EXTENSION
 Washington State University

September 16, 1986 Pullman, Washington 99164-6230 / 509-335-2811
 Jane Doe
 1234 Farm Way
 Ruralville, WA 99000

Dear Jane,

The 4-H State office at WSU Cooperative Extension is conducting a study of teens in 4-H. We, at Cooperative Extension would like to find out more about the needs, interests and activities of teenagers like yourself in 4-H. The information provided by you and other survey participants will be used at all levels of 4-H to assist in the development of 4-H programs and activities.

You are one of a small number of 4-H teens from the state of Washington who are being asked to fill out this questionnaire. In order that the results will truly represent the thinking and experience of 4-H'ers in Washington it is very important that the 4-H'er to whom the letter is addressed be the one who fills out the questionnaire. If that person is no longer in 4-H please indicate that on the cover and mail it back in the return envelope provided.

You may be assured of complete confidentiality. The questionnaire identification number (located in the upper right hand corner of the questionnaire) is used for mailing purposes only. This is so that we may check your name off the mailing list when your questionnaire is returned.

The results of this survey will be made available through the State 4-H office at Washington State University. If you would like a free summary of the results please print "copy of results requested" and your name and address on the back of the return envelope.

Enclosed with this letter and questionnaire you will find a stamped self-addressed envelope for use in returning the questionnaire. Also, there is a postcard which you may return if you would like more information about the WSU College of Agriculture. The postcard may be mailed at no cost to you and the information you request will be sent to you immediately. If you are not planning on attending college or are not interested in receiving information on WSU you may simply throw away the postcard.

Tarri Rude, a graduate student in Adult and Youth Education at WSU, is working closely with me on this study. Either of us would be very happy to answer any questions you have concerning the survey. Her telephone number is (509)397-3237 at home, and mine is (509)335-2800.

Thank you for your time and help with this important effort.

Sincerely,

Jerry A. Newman
 Extension 4-H/Youth Specialist

I.D. #000

Cooperating agencies: Washington State University, U.S. Department of Agriculture, and Washington counties.
 Cooperative Extension programs are available to all without discrimination.

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APPENDIX C
RESEARCHER'S FIRST FOLLOW-UP
POST CARD

COOPERATIVE EXTENSION
U.S. DEPARTMENT OF AGRICULTURE
WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF

AGRICULTURE
AGR 001

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE \$300



Jane Doe
1234 Farm Way
Ruralville, WA 99000

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COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
U.S. DEPARTMENT OF AGRICULTURE AND WASHINGTON STATE UNIVERSITY COOPERATING

September 18, 1986

Last week a questionnaire seeking your opinion about 4-H State Conference and your interests as a teenager in 4-H was mailed to you. Your name was drawn in a random sample of teens in 4-H in Washington.

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. Because it has been sent to only a small, but representative, sample of 4-H'ers it is extremely important that you also be included in the study if the results are to accurately represent the opinions of teens in Washington State 4-H.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now, collect (509)335-2800 and I will get another one in the mail to you today.

Sincerely,

Jerry A. Newman
Extension 4-H/Youth Specialist

C 252

RESEARCHERS'S SECOND FOLLOW - UP

APPENDIX D

RESEARCHERS'S SECOND FOLLOW - UP

COVER LETTER

COOPERATIVE EXTENSION
Washington State University

Pullman, Washington 99164-6230 / 509 335 2811

September 30, 1986

Jane Doe
1234 Farm Way
Ruralville, WA 99000

Dear Jane,

About three weeks ago I wrote to you seeking your opinion on Washington's 4-H State Conference. As of today we have not yet received your completed questionnaire.

Our office has undertaken this study because we need to know more about the needs, interests and activities of teenagers like yourself in 4-H, and how 4-H'ers feel about State Conference.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn through a scientific sampling process in which all teenagers in 4-H in Washington State had an equal chance of being selected. You are one of a small number of 4-H teens who is being asked to fill out this questionnaire. In order that the results of this study be truly representative of the thinking and experience of 4-H'ers in Washington it is very important that all the questionnaires be returned.

In the event that your questionnaire has been misplaced, a replacement is enclosed. If you have already returned the questionnaire please accept our sincere thanks.

Your cooperation is greatly appreciated.

Cordially,

Jerry A. Newman
Extension 4-H/Youth Specialist

I.D. #000

Enclosure: Questionnaire

3049 233 1217 TON 01

APPENDIX E
RESEARCHER'S THIRD FOLLOW-UP
COVER LETTER

COOPERATIVE EXTENSION
 Washington State University

Pullman, Washington 99164-6230 / 509-335-2811

311 Hulbert Hall

October 23, 1986

Jane Doe
 1234 Farm Way
 Ruralville, Wa 99000

Dear Jane,

I am writing to you regarding the survey of Washington State 4-H teens and Washington State 4-H Conference.

The large number of questionnaires returned is encouraging. However, without all questionnaires returned we feel we will not be able to accurately describe how 4-H teens feel about State Conference and what sort of other 4-H activities teens are interested in. Past experience suggests that those of you who have not yet responded hold different opinions from those who have already responded. That is why we feel it is essential that you respond to our study.

This is the first study of this type that has ever been done. The results are of particular importance to state and county 4-H agents and planners. The usefulness of our results depend on how accurately we are able to describe what teenagers in 4-H are interested in, and for this reason it is very important that all questionnaires are returned as quickly as possible.

I'll be happy to send you a copy of the results if you want one. Simply put your name and address on the back of the return envelope. We expect to have them ready to send sometime this winter.

Your contribution to the success of this study will be greatly appreciated.

Most Sincerely,

Jerry A. Newman
 Extension 4-H/Youth Specialist

I.D. #000

Enclosure: Questionnaire

1974 217 1413 104 00

APPENDIX F
MAP OF WASHINGTON STATE
BY COUNTY AND AREA

